DOCUMENT RESUME

ED 212 896 CE 031 522

AUTHOR	Guilfoy, Vivian M.; And Others
TITLE	Second Look. Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training. Final Report.
INSTITUTION	Education Development Center, Inc., Newton, Mass.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE	Dec 81
CONTRACT	300-79-0778
NOTE	182p.; For related documents see ED 194 725-727.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Adults; *Adult Vocational Education; Advocacy; Career Counseling; Conferences; Delivery Systems; *Displaced Homemakers; Employment Opportunities; Equal Opportunities (Jobs); Females; *Information Dissemination; Job Training; *Material Development; Meetings; Program Descriptions; Publicity; Recruitment; State of the Art Reviews; Vocational Education Teachers; Womens Education
IDENTIFIERS	*Project Second Look

ABSTRACT

This final report describes Project Second Look that focused public awareness on training and employment needs of displaced homemakers and stimulated development of services to help them achieve economic independence. Section 1 is an executive summary overviewing the program and reflecting on project experience. The work of the project is discussed in section 2. The consultant panel and their work is addressed as is the state-of-the-art review that guided development of subsequent products. Discussion of stimulating service delivery through print materials focuses on important elements in the development sequence, characteristics and content of the resulting products, and distribution efforts. These products are described: brochure, resource guide for vocational educators and planners, manual on vocational counseling for displaced homemakers, and promotional leaflet. Stimulation of service delivery through person-to-person encounters is discussed in terms of five regional meetings for vocational educators and other service deliverers and a national conference of service clubs and women's organizations. Activities are summarized that served as outreach mechanisms to displaced homemakers and employers, specifically the three public service announcements and their distribution. Appendixes, amounting to approximately one-half of the report, include brochures, correspondence, agendas, and scripts of the public service announcements. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212896

SECOND LOOK

Helping Displaced Homemakers Move From Housework to Paid Work Through Vocational Training

A Final Report to the
U.S. Department of Education
Office of Vocational and Adult Education
Office of Employment and Education,
Division of Program Improvement,
Curriculum Development Branch

Contract Number 300790778

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

CE 031 522

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

DISCRIMINATION PROHIBITED--No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

This final report describes what we did and what we learned in carrying out Project SECOND LOOK: Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Education.

Section I, THE EXECUTIVE SUMMARY, provides an overview of SECOND LOOK and reflects on project experience.

Section II, THE WORK OF THE PROJECT, describes specific tasks related to developing information and resources; producing products for administrators and practitioners in education and training; bringing together leaders from education, business and industry, unions, women's groups, and community agencies to share resources and strengthen programs; informing displaced homemakers about opportunities available in training and employment; and encouraging employers to hire and train displaced homemakers.

It is our hope that this report and the products which grew out of SECOND LOOK will be helpful to people interested in promoting excellence and equity in education and work.

Vivian M. Guilfoy

Vivian M. Guilfoy
Project Director

CREDITS

Education Development Center Project Staff	Vivian Guilfoy, Project Director Carol Hulsizer David Nelson Marjorie Prager Robert Oliver Judith Merryman Angela Daskalos
Wellesley College Center for Research on Women	Ruth Jacobs, Ph.D. Barbara Vinick, Ph.D.
American Vocational Association	Roni Posner, Ph.D.

Project Consultant Panel:

Holly Alexander, Coordinator
Displaced Homemaker Program, Omaha, NB

Adrienne Critchlow, Assistant Industrial Commissioner
State of New York, Department of Labor, New York, NY

John W. Cronkite, Senior Personnel Consultant
Digital Equipment Corporation, Maynard, MA

Louis K. Gaffney, Manager, Training and Education
Motorola, Inc., Schaumburg, IL

Wilma Ludwig, State Director of Vocational Education
State of New Mexico, Department of Education, Santa Fe, NM

Milo Smith, Co-founder and Director
Displaced Homemakers Center, Oakland, CA

John W. Struck, State Director of Vocational Education
Commonwealth of Pennsylvania Department of Education, Harrisburg, PA

Susan Scully Troy, Employment and Training Consultant
Women in the Skilled Trades and Apprenticeships, Takoma Park, MD

Patricia Wallace, Coordinator
Project Second Wind, Natick, MA

Special thanks to:

The Displaced Homemakers Network, Inc., and people who work with and for displaced homemakers throughout the country.

TABLE OF CONTENTS

	Page
INTRODUCING DISPLACED HOMEMAKERS	i
SECTION I. EXECUTIVE SUMMARY	1
SECOND LOOK: AN OVERVIEW OF THE PROJECT	1
The Scope of the Work	1
Project Resources	2
Project Activities and Products	4
SECOND LOOK: REFLECTING ON THE PROJECT EXPERIENCE	9
The Context	9
Outcomes	10
Looking to the Future	14
Recommendations	17
SECTION II. THE WORK OF THE PROJECT	19
LOCATING AND USING RESOURCES	19
The Consultant Panel	19
What They Were	19
What They Did	21
The State-of-the-Art Review	26
The Tasks	26
The Research Process	27
The Findings: Some Highlights	32
STIMULATING SERVICE DELIVERY: THROUGH PRINT MATERIALS	36
Developing the Materials	36
Some Issues	36
The Development Team	38
The Review Process: In Brief	38
The Products	40
The SECOND LOOK Brochure	40
Resource Guide for Vocational Educators and Planners	41
Vocational Counseling for Displaced Homemakers, A Manual	45
The SECOND LOOK Promotional Leaflet	50
Distribution Efforts	51
Strategies	51
Who Received the Products	52

TABLE OF CONTENTS

	Page
STIMULATING SERVICE DELIVERY: PERSON-TO-PERSON	54
Five Regional Meetings	54
Participants	54
Program Design	56
Participant Reactions	58
After the Meeting: Some Outcomes	63
The National Conference of Service Clubs and Women's Organizations	67
Participants	67
Program Design	68
Participant Reactions	70
After the Meeting: Some Outcomes	78
Familiarization Activities	79
REACHING OUT TO DISPLACED HOMEMAKERS AND EMPLOYERS	80
The Design of the Public Service Spot Campaign	80
The Public Service Announcements	81
Lois and Angie	81
Elena and Maria	82
The Hiring Game	83
The Follow-Up Leaflet	83
Distribution	85
Some Outcomes	86

APPENDICES

A: Project Activity Schedule
B: Some Questions for Consideration
C: Letter of Inquiry
D: National Organizations Contacted by Letter
E: State-of-the-Art Telephone Interviews
F: SECOND LOOK Brochure
G: SECOND LOOK Promotional Leaflet
H: Product Distribution Letters
I: American Vocational Association Request for Nominations
J: Letter of Invitation--Regional Meeting
K: Regional Meeting Participants
L: Regional Meeting Agendas
M: Letter of Invitation--National Meeting
N: National Meeting Agenda
O: Participant Preparation--National Meeting
P: National Meeting Feedback Sheet
Q: Familiarization: Articles and Presentations
R: Public Service Announcements (PSA)--Scripts
S: SECOND LOOK Follow-Up Leaflet
T: Campaign Cover Letters
U: Public Service Campaign--Write-In Responses

INTRODUCING DISPLACED HOMEMAKERS

In brief displaced homemakers . . .

- are generally over 35, often over 50, almost always women
- lack income due to the death, disability, desertion, divorce, or separation of a spouse on whom they have previously been dependent. . . or, are no longer eligible for public assistance because their children are grown
- lack job skills or work experience that will enable them to readily enter the labor market
- must seek employment to become economically independent.

'Displaced homemaker' is a grass-roots term coined in California in 1975 to describe the middle-aged woman, "forcibly exiled" from her role as wife and mother, who is struggling to find a place in the job market. It is now used to identify men and women eligible for targeted employment assistance programs. The phrase is not universally popular, or even familiar in all quarters, but is politically significant and has been built into federal and state laws.

Displaced homemakers exist everywhere in the U.S.: in urban and rural areas, among all social classes, races, and ethnic groups. Their numbers include school dropouts as well as high school and college graduates. Despite great diversity in background, most displaced homemakers have one thing in common: the sudden loss of financial and emotional security. Indeed, the word "displaced" may be too mild to describe the circumstances of a woman whose lifelong expectations have been shattered and who abruptly finds herself without adequate resources for the future.

Displaced homemakers need jobs that pay well in promising occupations. To get them, they must be competitive in a labor market where age, sex, and race discrimination still pose serious obstacles. They must resolve personal and family problems that may hinder participation in training or work. They must shed stereotyped attitudes about female work roles in order to expand their employment options.

Most displaced homemakers are handicapped by ignorance of current labor market realities and new opportunities in non-traditional white and blue collar occupations. They need accurate information and chances to explore a variety of fields in order to make valid career decisions.

Displaced homemakers who have worked in the past may have obsolete skills that require upgrading to meet today's employment standards. Others who have never worked outside the home may have natural abilities and life experiences that are unrecognized or underestimated. They need appropriate counseling and training to translate these into job competencies.

Low self-confidence prevents many displaced homemakers from considering careers with advancement potential. They need support and encouragement to begin the career development process, to complete educational programs, and to find and progress in good jobs.

SECTION I: EXECUTIVE SUMMARY

On September 30, 1979, the Office of Vocational and Adult Education of the U. S. Department of Education awarded a two year contract to Education Development Center, Inc. (EDC) in collaboration with the Wellesley College Center for Research on Women (WCCRW) and the American Vocational Association (AVA): "Identification and Development of Procedures for Facilitating Access to Employment Through Vocational Education for Displaced Homemakers." SECOND LOOK, as the project came to be known, was designed to focus public awareness on the training and employment needs of the displaced homemaker and to stimulate the development of services to help displaced homemakers achieve economic independence.

SECOND LOOK: AN OVERVIEW OF THE PROJECT

The Scope of the Work

The request for proposal outlined a series of tasks for accomplishing the project's objectives:

- Task A: Establishment of a Consultant Group
- Task B: State-of-the-Art Review
- Task C: Project Familiarization Program
- Task D: Development and Distribution of a Manual for Vocational Education Counselors
- Task E: Development and Distribution of a Resource Guide for Vocational Educators and Planners
- Task F: Development and Distribution of a Promotion Leaflet for the Manual and Resource Guide
- Task G: Organization and Convening of Five Regional Meetings of Vocational Educators
- Task H: Production and Distribution of Public Service Television Spots for Employers

- Task I: Production and Distribution of Public Service Television Spots in English and Spanish, for Displaced Homemakers
- Task J: Development and Distribution of Displaced Homemakers Information Pamphlet as a Follow-up to the TV Spots
- Task K: Planning and Execution of a National Conference of Service Clubs and Women's Organizations

A project activity schedule (see Appendix A) presents the phasing of tasks over the 24 month period and illustrates how each task related to and built on the others.

Project Resources

The Contractors

Education Development Center, the Wellesley College Center for Research on Women, and the American Vocational Association brought to the project's tasks a diverse and rich body of knowledge, skills, resources, and experience. EDC, the prime contractor, had extensive experience in educational research and development including the design and operation of innovative counseling programs for women and training for educational professionals, and in the production and distribution of print and audio-visual materials including public information campaigns. The Wellesley Center, with lead responsibility for the review of the state-of-the-art and the national conference, offered expertise in several areas. These included policy-oriented research on issues of employment, family, work, and women in higher education; conducting major conferences; and communicating with policy-makers and program leaders concerned with women's issues across the country. The American Vocational Association, responsible for the regional meetings, provided in-depth understanding of the vocational education system nationwide and access to over 200,000 vocational educators through its membership of 55,000 and affiliated organizations.

With complementary skills and talents, the collaboration proved energetic and productive. Lively discussion, difficult debate, and negotiation and compromise were common among the collaborators and with the sponsor on priorities, approach, themes, activities, and presentation. While all parties did not always agree with each and every decision, the project's products and accomplishments reflect the contributions of all concerned. The work of the project proceeded in a constructive manner due to the mutual support and respect that existed among project participants along with a stimulating measure of creative tension. As we wrestled with the tasks and problems, we never lost sight of the displaced homemaker, for whose benefit we were all working.

Project Consultant Panel

The first task of the project was to establish a consultant group to inform, guide, and review all project activities. The nine members represented vocational education, labor and industry groups interested in the employment of women, and programs and centers addressing the needs of displaced homemakers. The panel met four times, at key points in the project's life: to review the project plan and to help shape the project's perspective; to review drafts of print products; to help plan the public service announcements; regional meetings, and national conference; and to serve as a resource at the national conference. In addition to their contributions at formal meetings, panel members consulted with staff frequently by phone and mail and worked effectively as advocates for the project among their own constituencies.

The Field

Any project concerned with collecting and disseminating information is dependent upon the interest and cooperation of colleagues in the field.

SECOND LOOK is no exception. The project benefited from and in fact was made possible by many individuals, organizations, institutions, and agencies who generously shared their resources and experiences with us, who served as advisors and reviewers, who provided us with opportunities to speak out about the displaced homemaker, who used our products, and who broadcast our message widely.

Project Activities and Products

State of the Art Review

The review of the state of the art conducted by SECOND LOOK provided baseline information for the design and development of all project activities and products. The data for the report was gathered through questionnaires, telephone interviews, roundtable discussions, program site visits, computerized searches of data banks, and library research. The report includes a history of the displaced homemaker movement and legislation, statistical data on displaced homemakers, and information on displaced homemakers programs, vocational training and education opportunities, and employer attitudes. It also identifies problems and opportunities that the field faces and criteria for evaluating programs. In addition to straightforward information the report contains personal statements and anecdotes which add texture and a human dimension to the data. The Displaced Homemaker: A State-of-the-Art Review is available at cost from the Wellesley College Center for Research on Women, 828 Washington Street, Wellesley, MA, 02181.

Project Brochure

The brochure was developed to make people aware of the project's objectives, planned activities and products, and to establish the

project's identity and name, SECOND LOOK. Five thousand copies of the brochure were distributed to educators, employers, and community-based groups across the country.

Resource Guide for Vocational Educators and Planners

This 33-page booklet describes how to extend or expand vocational training opportunities in secondary and postsecondary school and community agency settings to meet the needs of displaced homemakers. After defining the population and the labor market, it focuses on various aspects of establishing and maintaining programs for displaced homemakers with particular emphasis on potential problems and how to solve them. The guide addresses outreach, admissions, career exploration, training, supportive services, evaluation, funding, and linkages. Each topic is introduced through a series of questions, followed by action suggestions and made concrete through specific examples and resources drawn from actual program experience. An appendix provides lists of available resources and programs by state. Resource Guide for Vocational Educators and Planners is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (GPO stock #065-000-00010-5, $2.50).

Vocational Counseling for Displaced Homemakers, A Manual

The goal of the manual is to assist the counselor working with displaced homemakers by providing in-depth information, ideas, strategies, and techniques for use in day-to-day counseling activities. It highlights exemplary counseling practice and applies it to the specific needs and circumstances of the displaced homemaker population. An introductory section describes the displaced homemaker, and is followed by material on the labor market (sources of information, breaking through stereotypes,

relating the market to the displaced homemaker's needs). The manual then offers suggestions for developing a profile of the displaced homemaker's current status and future plans, helping the client assess, explore and develop skills through education and training, assisting in identifying and overcoming problems, and finally, locating and developing jobs for displaced homemakers. Resources and program listings, by state, also appear in the Manual. Vocational Counseling For Displaced Homemakers, A Manual is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (GPO stock #065-000-00020-2, $2.50).

The Public Service Spot Campaign

SECOND LOOK produced three public service announcements:

Lois and Angie: In a kitchen over a cup of coffee, two women talk. One is a displaced homemaker. The PSA is designed to help the viewer see herself as one of millions with similar problems, plant the idea that vocational education can open the door to employment, and motivate her to request the follow-up pamphlet. . . "You made a home, you can make a career."

Elena and Maria: A Spanish language version of Lois and Angie with Hispanic actors.

The Hiring Game: Using a game board format and clay figures, this PSA encourages employers to recognize the employment potential of displaced homemakers. . ."mature, reliable, eager to be trained" . . . and to take a second look at older women who will be valuable in the work force.

Modern Talking Pictures TV Distribution Service distributed the spots to all commercial and non-commercial television stations with local program origination capability. To increase the likelihood of the spots being broadcast, SECOND LOOK contacted programs and organizations concerned with displaced homemakers and suggested that they urge local stations to give the announcements high visibility. Data on showing use, estimated audience and time value were collected by the distribution service.

A tagline on the two spots directed at displaced homemakers encouraged viewers to write for additional information. A follow-up leaflet describing the displaced homemaker, providing some ideas and steps to consider, and listing specific resources, was sent out in response to inquiries. In addition, copies of the leaflet were distributed in bulk to appropriate organizations and agencies across the country.

The Five Regional Meetings

During Fall 1980, SECOND LOOK conducted five meetings for vocational educators and other service deliverers in Boston, MA, Portland, OR, Nashville, TN, Denver, CO, and Madison, WI. Participants included: state and local directors and supervisors of vocational education programs, state and local directors of guidance and counseling, sex equity coordinators, vocational education teachers, heads of community college vocational education departments, employed and unemployed displaced homemakers, representatives of established programs and services for displaced homemakers, and local and state elected officials. The meetings provided an opportunity for the exchange of ideas, raised awareness of the availability of existing research, materials, programs and services, and offered information and tools for planning and operating programs. Each meeting, under the direction of local chairpersons, addressed issues of educational practice, service delivery, and planning and legislation in the local context and emphasized the building of linkages among programs, agencies, and institutions and the development of concrete plans and strategies.

The National Conference of Service Clubs and Women's Organizations

In April 1981, SECOND LOOK conducted a national invitational conference of service clubs and women's organizations at Wellesley College. Participants included representatives from education, employment, labor,

professional women's groups, volunteer organizations, vocational education, community colleges, and religious orgnaizations. The conference highlighted the problems of the displaced homemakers population and focused on the development of activities to address those problems. In the course of the conference, a number of critical themes emerged:

- creating public awareness and acceptance of the problems
- supporting displaced homemakers and older women through legislation
- building coalitions among business, education, community, and religious groups
- responding to the diversity of the displaced homemaker population
- building an understanding of the economy and the marketplace among women
- supporting the work of advocates

Familiarization Campaign

In addition to the brochure, meetings, publications, and public service announcements, SECOND LOOK carried out activities to heighten awareness of the project and the needs of the displaced homemaker. Staff members, the collaborating organizations, and the consultant panel reached out to their networks to spread information about the project, its objectives and its activities. Through personal contact, presentations and speeches, and articles in a variety of journals and publications, the messages of SECOND LOOK were carried to a wide range of constituencies and groups.

SECOND LOOK: REFLECTING ON THE PROJECT EXPERIENCE

The Context

Before we assess the outcomes of SECOND LOOK and speculate about the prospects for future projects on behalf of displaced homemakers, it is important to reflect on the origin of the project and the assumptions that guided the work.

Initially, the displaced homemakers movement was largely a grassroots effort. A small group of dedicated and energetic individuals across the country (many of whom had been displaced homemakers themselves) recognized the plight of displaced homemakers, brought their needs to the attention of policy- and decision-makers, organized services and centers to meet their needs, and in general, served as advocates for a neglected population. As a result of their efforts, displaced homemakers were recognized in federal Vocational Education Discretionary Programs, CETA programs, and state-legislated programs. Exemplary service delivery models evolved and increasingly, organizations began to target displaced homemakers for vocational education and supportive services leading to employment.

The question was how to build on and complement these hopeful beginnings, and how to "move" the displaced homemaker population from demonstration and discretionary status into the mainstream of vocational education. The objectives of SECOND LOOK were to heighten awareness about the displaced homemaker, to glean the best from programs in place for displaced homemakers, to make that information available to existing vocational education programs and services, and to inform displaced homemakers about education and training opportunities. The audiences for the project included: vocational educators, counselors, and administrators; national women's

groups and service organizations; potential employers; and the displaced homemakers.

Outcomes

In summary, SECOND LOOK encouraged displaced homemakers through the media to seek information locally about vocational education and training and employment. Those who heard the message will learn that their abilities and experience can be applied to productive and gainful employment and that they are not condemned to a life of poverty, dependence and isolation. When they take that first step, they may find a larger number of vocational counselors, trainers, and employers who have a more complete understanding of their needs and are in a better position to help them identify and refine their skills.

SECOND LOOK helped to create an awareness of the problems and potential of displaced homemakers among many people and groups whose cooperation is essential to improving the prospects of this population. And beyond awareness, SECOND LOOK created some momentum and stimulated action. Through the combined efforts of vocational counselors and educators, employers and community-based groups nationwide, and through the energies of displaced homemakers themselves, SECOND LOOK has made a significant contribution to improving life opportunities for millions of women.

More specifically,

- SECOND LOOK helped to create advocates for the displaced homemakers

Through its products and activities, the project helped to strengthen the position of existing advocates and to generate new advocates for the displaced homemaker population. The believers, those already convinced about the serious and crucial needs of displaced homemakers, now have

additional information and resources to present their case and to support their programs. The uncertain have a better understanding about the problems confronting the displaced homemaker and about how helping displaced homemakers also helps the economy. The unconvinced have been exposed to information and ideas and the displaced homemaker is now a part of their knowledge base, if not their program designs. Of those who completed an evaluation of the regional meetings, 83% strongly agreed or agreed that the meeting stimulated them to incorporate new services for the displaced homemaker into their programs and 84% strongly agreed or agreed that the meetings provided them with new insights into the needs of displaced homemakers.

- SECOND LOOK produced useful products and ideas

The state-of-the-art review, the manual, and the guide provide useful information to those who fashion policies and implement programs within and outside the formal educational system. The generic questions, concrete suggestions, and examples drawn from actual practice and resource listings are likely to trigger modification of existing programs or the development of new ones geared to the needs of the displaced homemaker. Hundreds of copies of the state-of-the-art review, approximately 6,000 copies of the manual, and nearly 4,000 copies of the guide have been distributed by the project or purchased through the Superintendent of Documents. In addition, project staff and consultants through several hundred presentations, speeches, and articles have reached literally thousands of people. Nearly 99% of those submitting evaluations at the regional meetings agreed or strongly agreed that the content material stimulated thought and plans. Over 92% strongly agreed or agreed that the content material will be useful in their work.

- SECOND LOOK provided opportunities for sharing and interaction

The project brought together over 200 key people from vocational education, women's service organizations, industry, labor, advocacy groups, government, and employment and training programs at the national and local levels to address the concerns of the displaced homemaker. Many had never met or talked with one another. As the meetings progressed, old biases and stereotypes seemed to soften. People began to appreciate the potential contributions that others could make to the displaced homemakers and to understand the constraints and problems that they face. The presentations by displaced homemakers in various stages of transition from home to work were particularly powerful, adding a human dimension to otherwise hard and cold economic facts. Nearly 89% of those at the regional meetings valued the exchange of experiences, resources, and ideas that occurred in the small group sessions.

- SECOND LOOK stimulated and fostered the development of local initiatives

At both the national conference and the regional meetings, the agenda emphasized and provided time for developing and planning future strategies and activities. Plans included: ways to identify the needs of displaced homemakers, pooling and sharing of educational resources and supportive services, increasing public/private collaboration to ensure the delivery of all essential services, and "marketing" the economic potential of the vocationally-prepared displaced homemaker to the business community. We believe local efforts are particularly important in light of the diminishing federal role in social programs and policies and the increase in local responsibility and autonomy. Over 90% of the respondents at the regional meetings indicated that they had initiated plans for future activities

at the meetings. The sections of the report on the regional meetings and national conference include many examples of participants' plans.

- SECOND LOOK helped to define the role of vocational education in the displaced homemaker's transition from home to work

The project assisted vocational educators at all levels in public and private settings to consider how to provide access, equity, and quality and flexible programming for the displaced homemaker. They learned about experience-based models that link vocational education with community-based services, and provide displaced homemakers with information, skills, and resources to find good jobs and make progress in the job market.

Given the likelihood of fewer resources for education, communities may be forced to dismantle programs for special populations and will at best be able to maintain one quality, mainstream system to which all have access. The project recognized this trend and selected program strategies and concepts for dissemination which would not require the creation of entire new programs. We believe that implementation of ideas from SECOND LOOK will put vocational education in an excellent position to offer first rate training to a range of constituencies and to qualify for available funds and resources to train highly skilled and productive workers, an essential ingredient for reviving national economic growth.

- SECOND LOOK brought information directly to the displaced homemaker

Through the project's outreach activities (brochure, public service announcements, follow-up leaflet, articles, and presentations), SECOND LOOK communicated directly with the displaced homemaker. The messages

included: the problems and obstacles you face are real; you are not alone in your struggle for economic independence; help is available for you in vocational education, in the community, in business and industry, and in government agencies; and although it will not be easy, getting help and making a transition is possible. We presented realistic success stories and offered ideas and resources to help the displaced homemaker during the difficult process of transition.

The public service announcements were distributed to 780 commercial and public television stations. From the data collected within a 120 day period by Modern Talking Pictures TV Distribution Service, we estimate that the spots were telecast 11,100 times and that "viewing impressions" exceeded 435 million. About 5,000 viewers from every state requested a copy of the follow-up leaflet. In addition, over 240,000 copies of the leaflet were distributed through organizations and agencies in touch with the displaced homemaker.

We hope that the thousands of displaced homemakers reached by SECOND LOOK will knock on the doors of service providers, seek quality training from educators, and pursue rewarding positions with employers--offering stability, loyalty, talent, and productivity when given the opportunity to make a contribution.

Looking to the Future

In looking to the future, it is impossible to ignore significant changes in the social, political, and economic climate of the country: a more conservative mood, a reduced federal role in social programs, substantial cuts in program funding, an increase in local autonomy and

responsibility, and finally, a sluggish and stagnant economy. In this new environment, the future prospects for the displaced homemaker may not be bright. We can forsee a constellation of problems impeding any efforts to assist the displaced homemaker.

The Attitude Toward Targeted or Special Populations

Even when providing access and services for needy or underrepresented populations was a priority, sustaining concern, programs, and funding for any period of time was difficult. Once issues were articulated, programs developed, and some funding appropriated, the problem was considered solved and it was time to move on to another problem or population. We fear that displaced homemakers may share this fate, sooner than most.

In addition, as funds become scarce, populations will be competing for limited program services and resources. Advocates appeals to policy-makers and program administrators may be answered with shrugged shoulders or rhetoric about the need for program efficiency and streamlining, or a disregard for "special" populations. Lacking a priority label and targeted resources, and being a relatively new "cause", the displaced homemaker and her problems (which often include discrimination on the basis of sex, age and race) may be lost in the shuffle.

The Attitude Toward Collaboration

As resources shrink, the need for interaction and collaboration among advocates and among service providers increases. Yet the reaction among advocates and among service providers is likely to be a defensive one, designed to protect their turf and sources of funding. We have seen in SECOND LOOK that the needs of the displaced homemaker cut across many special interest groups and that effective programming for the

displaced homemaker requires that institutions and agencies cooperate and share resources. We hope that policy makers will have the foresight to "hang together" rather than "hang alone".

The Pressures on Vocational Education

In the face of decreasing budgets and demands for increased results, vocational educators will be fighting to maintain not services for special groups, but rather the "mainstream" system, the heart of their programs. This system never worked well for displaced homemakers; in fact, it helped give rise to the movement. As vocational education is called upon to produce qualified and skilled persons for high demand jobs, they may again overlook the qualities of displaced homemakers and relegate them to the bottom of the list. Without specific guidelines, strong enforcement, or effective "incentives," education and training insitutions may shut out the displaced homemaker.

A Hostile Labor Market and a Reluctant Population

If market forces alone determine who enters the work world and where they enter, the displaced homemaker will have to accept the status quo, confined to low paying service, clerical and factory work. Trainers and employers to a large extent are still unwilling to consider women for training that leads to high paying, high demand occupations in non-traditional, high technology work. And women themselves are reluctant to pursue such opportunities where they exist. Without "incentives" and support, it will be difficult to stimulate interest and generate demand. So in spite of the positive steps displaced homemakers have taken in the last few years, we appear to be entering a difficult period for displaced homemakers and those who can help them.

When displaced homemakers call on service providers, they may find locked doors and disconnected phones. The expectations we may have raised will not be met. Displaced homemakers will have to compete for scarce resources and may find themselves once again at the end of the line. Many will try to return to dependency programs such as welfare, pension systems, or social security only to find that they are no longer eligible or that their benefits have been cut. We may witness the wholesale erosion of the progress made to date in helping a significant number of people make the transition to independence and self-sufficiency.

Recommendations

We cannot expect or wait for a massive infusion of new resources or programs that are unlikely to materialize. Rather, we must capitalize on what already exists. In view of this, we propose several recommendations which may serve to sustain the momentum begun by SECOND LOOK:

- Target Displaced Homemakers In Any New Procurements or Program Development Efforts

We suggest that OVAE reinforce the interest and support it has generated for displaced homemakers by including this population among those cited in new projects or program specifications or guidelines.

- Continue to Educate Various Constituencies About the Project's Products and the Ideas It Fostered

These constituencies include government agencies (labor, housing, and commerce, as well as health and human services), employers and educators at all levels. They need to know who the displaced homemakers are. They need to know about their diversity and their potential; about the appropriateness of older women for opportunities in high-demand technical and non-traditional occupations; and about cooperative efforts involving

vocational education which have worked. This information can be particularly helpful to those who will be involved in making decisions about the disposition of block grants at the state level.

- Implement, Insofar As Possible, the Ideas Which the Project Helped to Formulate

This could involve supporting, on a limited basis, technical assistance activities or providing incentives for program improvement. These initiatives would help to sustain a base of activity for displaced homemakers in schools, in community-based programs, and in business and industry settings.

- Monitor, Document, and Disseminate How Vocational Education Programs are Addressing the Needs of Special Populations

Providing information through case studies or project reports would be of great assistance to local program planners and administrators trying to cope with increased demands and fewer resources. It would extend the investment made by OVAE and reveal important information about the evolution of programs for displaced homemakers in the vocational education community.

SECTION II: THE WORK OF THE PROJECT

LOCATING AND USING RESOURCES

The Consultant Panel

The work of the Second Look project was enhanced by the active participation of a highly qualified consultant group whose productive working style and penetrating insights were continually helpful.

Who They Were

The Consultant Panel consisted of nine members, chosen to include:

- persons experienced in vocational education
- persons involved with counseling and assisting displaced homemakers
- representatives of labor and industry groups interested in the employment of women
- individuals concerned with the development of centers for displaced homemakers.

These brief background sketches indicate the range of experience represented by panel members as they began their work with us.

Holly Alexander has been coordinator of the Displaced Homemaker Center in Omaha, Nebraska, since its founding fifteen months ago. Funded by the Vocational Education Provision of the State of Nebraska, this center was selected by NBC News as a model for a national report last fall. Holly Alexander has served as a consultant to the Chicago, Minneapolis, DesMoines and Missouri Displaced Homemaker Centers and she has provided information to over 100 programs.

Adrienne Critchlow Taylor is an experienced trade economist who has been active in both labor and community affairs. Currently on leave from the Communications Workers of America to work with the Industrial Commission, New York State Department of Labor, Adrienne Critchlow Taylor came from AFSME where she worked with clerical workers, social service workers, and other public workers. In 1971-73 she was grievance manager for the CWA Local 1180 which served all organized administrative personnel in New York City. In her union work she has been engaged in organizing, arbitration, grievances, and labor teaching.

John Cronkite is Senior Personnel Consultant for the Digital Equipment Company of Maynard, Massachusetts. A personnel generalist with experience

in many aspects of organizational behavior, he is currently developing competency models for nine entry level secretarial and clerical positions to facilitate movement of personnel from these positions into professional positions.

Louis K. Gaffney is Manager of Training and Education of Motorola, Inc., at the corporate offices in Schaumburg, Illinois. As an industry representative, he brings to the panel the viewpoint of one concerned about employee performance and the role education and training can play in improving job satisfaction and effectiveness.

Wilma Ludwig is the Director of Vocational Education for the State of New Mexico. She is the only woman state director in the United States and comes from a western state that is greatly concerned about the displaced homemaker population.

Milo Smith is co-founder and director of the Oakland Displaced Homemakers' Center since its beginning three years ago. This, the original displaced homemakers' center in the country, is now regarded by many of the newer centers as a model program. The Center is closely associated with Tish Sommers and Laurie Shields of the Displaced Homemakers Alliance, the organization responsible for the California legislation which was the first in the country to establish state-funded centers. Thirty percent of the homemakers served by the Oakland Center are minorities.

John W. Struck is State Director of Vocational Education for the Commonwealth of Pennsylvania. Representing an eastern state characterized by highly industrialized urban centers and large rural areas, Mr. Struck brings to the panel broad experience in vocational education as well as a commitment to the development and operation of programs for displaced homemakers.

Susan Scully Troy was Director of the Boston Women in Construction Project which worked closely with employers, vocational educators, and unions to train and place women in skilled trades. She is currently on the Federal Committee on Apprenticeship and chair of the Sub-committee on Research.

Patricia Wallace is the Coordinator of Project Second Wind in Framingham, Massachusetts. Her service is sponsored by a branch of the YWCA and the Joseph P. Keefe Technical School. With funding by the Massachusetts Division of Occupational Education, Second Wind provides personal support and skills training for displaced homemakers moving from "at home" to work. Pat Wallace has the insight and personal experience of one who was a displaced homemaker. She also serves on a national panel reviewing materials produced under grants from the Women's Educational Equity Act Program of the U.S. Office of Education.

In addition, two ad hoc members joined the panel to provide additional perspectives to its work. They were Gloria Bernheim, Technical Representative for the Displaced Homemaker Network, Inc., Washington, D.C., and Sally

Garcia, member of the Board of Trustees, EDC, and counselor at a regional Educational Opportunity Center (EOC).

What They Did

The mix of consultants brought fresh, lively ideas and approaches to our deliberations of what the project could do, how it could develop and carry out its activities, what the messages should be, how and to whom the messages should be delivered. Panel members did not always agree, but they were a hardworking group, contributing ideas and raising important issues, pitching in to help promote progress toward project goals rather than to advance their own individual interests. Meetings were not a matter of token appearances by panelists but rather forums to chart a series of actions on behalf of the project--with members offering different kinds of assistance as needed. Those who did not attend were willing, without charge, to review draft materials and final copy and offer advice and suggestions re other project activities.

A brief review of the four meeting agendas will portray the nature of the contributions made by panel members.

The first meeting (Theme Development) was held early in the life of the project, on November 6 and 7, 1979. Panel members were asked to do some homework before they arrived: to read the proposal and think about a list of questions for consideration. (See Appendix B) The session began with a brief report on Second Look's objectives, plans and efforts to date. Then it was time to share information about each other, discover mutual interests and concerns, and clarify ways in which the skills of the group could be used to move the project forward. It also was a time to wrestle with the basic issues--defining the nature and needs of displaced

homemakers, history of the movement, quality of existing displaced homemaker program efforts, prognosis for the future, role of vocational education, roles of the public and private sectors.

The tone of the meeting was spirited and hopeful--showing a keen awareness of the problems implicit in addressing the needs of this population and expressing confidence that cooperation among political, economic, and social leaders could make a substantial difference for the displaced homemaker. We began to develop a better idea of what we knew about displaced homemakers and what we needed to learn.

The panel offered specific ideas about State-of-the-Art research, materials development and public information activities. It identified "realities" that should be underscored in all project undertakings. Among the most important:

- Displaced homemakers are a very diverse group.
- It is not the displaced homemakers fault that she finds herself in this difficult position. She has been forced into it by social and economic pressures.
- Discrimination exists to make the transition from home to work a difficult one. Don't pretend it doesn't exist.
- Education is a critical link in the preparation process; particularly vocational education and skill development which is immediately and directly responsive to labor market demands.
- Minority displaced homemakers must be a target within the population of displaced homemakers.

Between the first and second meetings, panel members were helpful in several ways. First, they put us in contact with people who could provide information or access to vocational education, business and industry, and human services. They also were involved in several "long-distance" product reviews during January. Second Look circulated draft copies of the

Brochure as well as the objectives and outlines for the Resource Guide and Counselor Manual. Panel members conveyed their comments and suggestions to us by telephone or in writing. These "independent evaluations" enabled the project to identify weaknesses and get a quick reading on the potential strengths of the products from very different perspectives. The "best way" to present some concept or idea, or a serious problem in content, style, or format surfaced quickly. The process worked well and provided timely information to expedite our product development tasks.

The second meeting (Product Review) on February 25 and 26, 1980, was an intensive working session focused on product development. Almost all of the time was spent on a review of the Counselor Manual and Resource Guide for Vocational Educators and Planners. Members received the draft when they arrived, along with a set of "Rules...As You Read" to guide the review process. Large and small review groups helped project staff establish first-priority concepts and ideas which must be conveyed to vocational educators across the country, eliminate inaccurate or inappropriate concepts, identify good examples or model programs which could be cited to illustrate a concept, and add missing information. The panel was also very helpful in targeting the principal audiences for each product and identifying a tone which would appeal to them.

The third meeting (Brainstorming) occurred on July 14 and 15, 1980 and dealt with issues and procedures. The Panel turned its attention to several project tasks: production of the PSAs, Regional Meetings, and the National Conference. Screenings of PSAs developed by EDC and others were used as a stimulus to discuss alternative styles and approaches. Panel members were asked to focus on the central single message which

should be delivered to displaced homemakers and employers and to comment on images and strategies which could be used to convey them. These discussions offered important clues to the production staff regarding the "do's and dont's" of message content and approach, as well as possible unifying themes for PSAs and follow-up print materials.

Panelists then concentrated on the project's Regional and National Meetings, providing helpful suggestions on agendas and the appropriate mix of participants. They helped us address potential fiscal problems caused by the sudden increase in air fares and identified alternative strategies for reaching the greatest number of participants within the budget guidelines. The panel agreed to review a list of potential organizations for the National Meeting at Wellesley and set priorities for attendance.

Between the third and fourth meetings, panel members reviewed the scripts of the six (6) public service announcements and copy for the follow-up pamphlet.

The fourth meeting (Educating Others) was held during the project's 2-1/2 day National Meeting April 2 and 4, 1981. This was a departure from the original project schedule which called for a meeting in November 1980. (Production of the spots and the printed follow-up pamphlet would still be underway at that time.) The project, with the sponsor, decided to have the final meeting coincide with the project's National Meeting. Having panelists contribute to the work of the National Meeting would represent a more effective and efficient utilization of their skills. The primary task of panel members, therefore, was to act as facilitators in small group sessions. Their familiarity with the project's activities combined

with their expertise in education, business, labor, and community-based organizations, made them an excellent resource for participants. In addition, they were able to review materials and offer advice on the distribution of the PSAs and the direct mailing to displaced homemakers.

In summary, the panel played a vital part in the conduct of the project's work. It made specific important contributions to the materials production, "educated" the participants at the National Meeting, fostered displaced homemaker programs among their own constituencies, and "spread the word" about Second Look's efforts to others in a position to help dispalced homemakers. The panel was, indeed, a major asset.

The State-of-the-Art Review

The State-of-the-Art Review, carried out by the Wellesley College Center for Research on Women (WCCRW), was extremely important in guiding the development of all subsequent products. It produced:

- nationwide program data
- an extensive bibliography on the displaced homemaker and related topics
- an identification of key issues: in depth, personal information to supplement, inform, elucidate the general data, and highlight the "human dimension"
- "live" materials which could be used as examples in product development or presented at regional and national meetings

A comprehensive document, The Displaced Homemaker: A State-of-the-Art Review, is available, at cost, from the Wellesley College Center for Research on Women, 828 Washington Street, Wellesley, MA, 02181. This report gives a brief description of the tasks, the research process, and the findings.

The Tasks

As specified in the Request for Proposal, the State-of-the-Art review included the following tasks:

- determination of the location of displaced homemakers around the country
- determination of the number of displaced homemakers served and the potential for service to additional displaced homemakers
- a review of the literature
- suggestions of criteria for program evaluation
- determination of kinds of vocational training in which displaced homemakers are enrolled
- compilation of employers' comments

The Research Process

The project tapped many data sources during this intensive, three-month effort, which are described below. Key individuals who made substantial contributions to the data-gathering process included Harriet Medaris, Office of Vocational and Adult Education, U. S. Department of Education; Evelyn Farber, Women's Bureau, U. S. Department of Labor; Alice Quinlan and Cynthia Marano, then at the Displaced Homemakers Network, Inc., in Washington, D.C.

Responses to a mailed request for information from local programs and national organizations

Local program listings came from three principal sources. The first was the "Displaced Homemaker Program Directory, A Listing of Center, Programs and Projects Providing Services to Displaced Homemakers," published in August 1979 by the Displaced Homemakers Network, Inc., a tremendous help in our preliminary research. Vocational sex equity coordinators or those persons designated as vocational education displaced homemaker coordinators in all 50 states were the second source. These individuals helped to update existing information. CETA prime sponsors with targeted funding for displaced homemakers under Title III or other titles were the third source.

Specific program information was generated in response to a letter from the project asking for institutional affiliation, when services began, numbers of displaced homemakers served, estimates of additional numbers which could be served, sources of support, staffing, description of services, and activities offered to displaced homemakers (See Appendix C). A separate letter written by the Displaced Homemakers Network asked for cooperation and, we believe, increased the response rate significantly.

Finally, a more general request for information about past, present, or planned efforts regarding displaced homemakers was sent to national organizations which had been identified as having an interest or potential interest in this growing problem. (See Appendix D for a list of organizations contacted.)

Telephone interviews with local program directors, employers, and state vocational education sex-equity coordinators

Telephone respondents were chosen to represent a wide variety of programs in terms of (a) section of the country and whether rural or urban, and (b) institutional affiliation. Some had previously responded to our mailed request for information, and some had not. We also chose a few on the basis of national reputation or preliminary indications that the program had an unusual or interesting focus. Such programs tended, largely, to have been established longer, to have greater resources, and/or to have a better proven record of effectiveness than average.

The telephone interviews supplemented the mailed responses from local programs with qualitative, in-depth information impossible to obtain in other than a conversational exchange. We spoke with knowledgeable individuals about:

- the history of the center--when and how begun
- details of activities and program goals
- characteristics of women served--average age, ages and number of children, childcare arrangements, financial resources, number of hours they can work, needs, and what the program has meant to them
- recruitment of displaced homemakers to center
- successes and failures and reasons for them
- problems
- unmet needs of displaced homemakers
- other programs which give service to displaced homemakers
- names of some employers who have hired displaced homemakers

A complete list of programs contacted is presented in Appendix E.

Roundtable discussions with groups of employers, vocational educators, and displaced homemakers

One of the most valuable aspects of the State-of-the-Art process was the panel meetings of "expert witnesses." Key individuals in the greater Boston area shared their personal attitudes about, experiences with, and perceptions of displaced homemakers. Three roundtable discussions provided many insights and personal commentaries which added to and enriched the general national data. Important questions and issues appropriate to raise at the Regional and National Meetings were also identified.

The employer panel members represented large corporations and small business, public utilities, retail sales, social service agencies, labor unions, and other employment and training specialists. They included:

- Area Representative, AFL-CIO, Human Resources Development Institute
- Metro Director, National Alliance of Business
- Corporate Training Director, Jordan Marsh Co.
- Assistant Superintendent of Schools for Personnel, Newton, MA
- Employment Counselor, Division of Employment Security
- Employer Relations, and Director of Placement, Boston University
- Placement Counselor/AAEEO Officer, Arlington Employment Resource Center
- District Manager, Training, New England Telephone Learning Center
- Assistant Treasurer and Personnel Officer, Cambridge Savings Bank
- President, The Career Center
- Interviewer/Personnel Assistant, Star Market

The vocational education panel addressed issues related to displaced homemaker service requirements, problems of access, availability of

resources and the need to create linkages between existing services. Members included:

- Bureau of Apprenticeship & Training, U. S. Department of Labor
- Program Director, Nontraditional Occupations for Women Program, Boston YWCA
- Executive Educator, J. L. Rivers & Company
- Displaced Homemaker Coordinator, State Department of Occupational Education, Women's Bureau, U. S. Department of Labor
- Program Director, Women's Enterprises
- Associate Director, Transitional Employment Enterprises

Telephone interviews extended the base of employers contacted:

- Branch Technical Training Manager, large corporation, upstate New York
- Personnel director, department store, Baton Rouge, LA
- Public Relations Director, large hotel, Boston
- Shoe store owner, Lynn, MA
- Owner of commercial floor covering business, Cambridge, MA
- Public Affairs and Information Officer, public transportation authority
- Director of Residence Hall Activities, large university, Baton Rouge, LA
- Director, family social service agency, Boston suburb

The displaced homemaker round table meeting included ten women, some of whom had just become displaced homemakers, others who were currently engaged in vocational education or training and several who had obtained jobs. They were able to describe graphically the problems encountered in the transitional process and to provide first hand evidence of the energy required to take positive steps toward economic independence.

Site visits to local programs and to selected national and state organizations concerned with displaced homemakers

Wellesley College Center for Research on Women staff made selected site visits to gain additional understanding of program operations and philosophies. To reduce costs, these trips were usually coordinated with other project research tasks. Visits were made to the Center for Displaced Homemakers, Baltimore, MD; Second Wind/Displaced Homemaker Project, Framingham, MA; Project Re-Entry, Civic Center and Clearinghouse, Inc., Boston, MA; Displaced Homemakers Network, Washington, DC; American Association of Community and Junior Colleges, Washington, DC; Displaced Homemaker Program, Indian Hills Community College, Ottumwa, IA; Educational Opportunity Center, Springfield, MA; Displaced Homemakers Programs, Department of Labor, New York, NY.

Search of the literature in computerized data banks and libraries

The search for information focused on several major themes: extent of the problem (demographic); perceptions of displaced homemakers as to needs; perceptions of planners concerning needs; employers and displaced homemakers; reports of programs and their evaluation; general research findings on midlife women, widows, divorcees as they relate to the situation of displaced homemakers.

Computerized retrieval systems included ERIC, National Multimedia Center/National Adult Education Clearinghouse, Smithsonian Science Information Exchange and Project Share. Also utilized were reports, papers, evaluations from each center and libraries which specialize in collections related to women's issues and education (a principal one located at WCCRW); bibliographies; federal government agencies, especially Department of

Labor Women's Bureau, CETA, Department of Education, National Institute of Mental Health, and the National Institute of Aging.

The product of the search was an extensive bibliography presented in the following categories:

- The Displaced Homemaker
- Legislation Affecting Displaced Homemakers
- Being Alone
- Family Relationships
- The Mature Women
- Counseling Women for Education and Work
- Education and the Mature Women
- Employment of Women
- Occupational Re-entry of Women
- Vocational Education
- Equal Rights: Women in Work and Education
- Women in Non-traditional Occupations
- Bibliographies on Mature Women, Their Education and Their Employment
- Statistics on Women and Employment
- Sources and Addresses

The Findings: Some Highlights:

Summary highlights from various chapters of the State-of-the-Art Review are presented below.

History of the Movement and Legislation

- The movement began in 1975 as the result of charismatic leadership and grassroots initiative.

- State Legislation for funding has been followed by Vocational Education and CETA funding as the major sources of support for local programs.

Numbers of Displaced Homemakers

- There are currently no definitive statistics on the number of displaced homemakers in the country.

- The Department of Labor has estimated that there are 4.13 million displaced homemakers, a figure considered too low by some.

Location and Information from Local Programs

- Based primarily on the Program Directory of the Displaced Homemakers Network, and contact with Vocational Education Sex-Equity

Coordinators in each state, 354 programs for displaced homemakers were located and listed.

- Of the 136 local programs which responded to a request for information (38% of programs located sent usable responses in time to be analyzed), 61% were affiliated with secondary or post-secondary educational institutions.

- Seventy-eight percent of responding programs were established within the last one and a half years.

- Programs responding indicated that they had come in contact with over 26,500 displaced homemakers in the last year.

- Seventy eight percent of programs responding indicated that they could serve more displaced homemakers, given their current resources--a total of half again as many as they are now serving.

- Forty-seven percent had some vocational education funding, 43% had CETA funding, and 27% had funding from the state.

- Half of the responding programs had multiple sources of funding.

- Forty-one percent of programs had annual budgets over $25,000 and below $75,000; half had budgets above $50,000 and half below.

- Over half of the programs had only one or two full-time staff members or none.

- Sixty-five percent of programs do not make use of volunteers.

- Local programs vary in what they offer:

  -- The majority of programs have job readiness workshops (82%) and individual and group counseling (79%).

  -- Seventy-five percent offer skills and career assessment, but less than half (40%) offer skills training, most of it remedial for general skills (reading, math) rather than job-specific. Only 11% can offer financial support for training, and only 8% mentioned on-the-job training.

Vocational Training and Education

- The majority of local programs focus on counseling rather than job-specific training.

- Displaced homemakers need greater access to financial support while in training.

- Displaced homemakers need greater opportunities for training and employment in nontraditional occupations.

Attitudes of Employers

- Most of the employers who had hired displaced homemakers were satisfied, citing dependability and high motivation.
- Displaced homemakers generally lack confidence in their own abilities.
- There is a need for more awareness of displaced homemaker programs among employers.

Problems and Recommendations

- The term "displaced homemaker" has negative connotations, but should not be dropped entirely.
- The definition of a "displaced homemaker" is not clear-cut; areas of vagueness center on criteria of age, employment status, financial resources, and status of children. The focus of the movement should remain the middle-aged and older woman.
- There is a need for more effective outreach to displaced homemakers, especially to minority and rural women.
- Multiple sources of funding are desirable, especially when the funding source tends to restrict the client population, as is the case with CETA.
- There is a need for training of displaced homemaker advisors, counselors, and instructors to acquaint them with those aspects of the problem in which they lack knowledge.
- Displaced homemakers should have opportunities to explore a variety of options, an outcome made more feasible by effective linkages among community resources.

Criteria for Evaluation of Programs

Criteria should include:

- Multi-source funding.
- Outreach attempts and service to every segment of the community.
- Innovative outreach techniques.
- Advisory committee which includes representatives of community groups (including minority groups), service agencies, business and unions, if possible.
- Intake service which includes information and referral for immediate individual problems.

- Flexible programs to meet individual needs. Elements of the program should include personal and skill assessment, career exploration (what the displaced homemaker wants to do and can do) and methods for attaining goals.

- Element of peer support (in group workshops, etc.).

- Linkage with other agencies in community to further goals of training, education or job placement.

- Job development and placement efforts, which include contact with the local business community.

- Making displaced homemakers aware of non-traditional work options, and preferably efforts toward developing on-the-job training and apprenticeships.

- Awareness of needs for auxiliary service such as transportation, child care, or health service.

- Creative approaches to help.

It should be noted that the data in the State-of-the-Art review reflects a period when progress of the displaced homemaker movement was comparatively swift. A State-of-the-Art redone today, would probably reveal substantial changes in displaced homemaker programming. Advocates continue to press for growth and consolidation of gains, but achievements may be limited in the current era of economic retrenchment.

STIMULATING SERVICE DELIVERY: THROUGH PRINT MATERIALS

Developing the Materials

Several different but related print products became primary vehicles to stimulate service delivery to displaced homemakers: first, a general brochure to awaken interest in the Second Look project; second, a Resource Guide and a Manual to provide specific information to vocational educators, planners, and counselors in many different education and training settings; third, a promotional leaflet to make known the availability of the Guide and Manual. In this section, we describe important elements in the development sequence, the characteristics and content of the resulting products, and the distribution efforts.

The brochure and the leaflet appear as Appendices F and G. Selected illustrative excerpts from the Guide and the Manual are included below. Readers are encouraged to obtain copies of the Resource Guide and Manual through the Superintendent of Documents.*

Some Issues

Content and format specifications for each product were made explicit in the RFP and in the resulting proposal. As we began to refine the objectives and develop outlines, in concert with our consultant panel and reviewers, we often found ourselves involved in prolonged discussions and debates. These centered around several recurring issues which had to be resolved before we could proceed with the development of a consis-

*Write to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Ask for: Resource Guide for Vocational Educators and Planners, GPO Stock # 065-000-00010-5, $2.50 each. Vocational Counseling for Displaced Homemakers, A Manual, GPO Stock # 065-000-0020-2, $2.50 each.

tent set of publications. The major themes and some illustrative questions included:

- Defining the terms. Who is the displaced homemaker? How can we set a boundary around such a diverse group of people without excluding key subgroups? What is so special about this special population ? How do you portray the characteristics of the displaced homemaker and make a convincing case for the severity of the individual's current needs and potential for success? Where do male displaced homemakers fit into the picture?

- Developing a project identity. Can we find a name, logo, slogan, or theme which could be appropriate across all products? What coherent approach would be meaningful to the various audiences we hoped to reach? Do we avoid or minimize the use of the term displaced homemaker?

- Deciding on target audiences. Do we target the "seasoned" practitioners and policmakers, the "newcomers" or someone in-between? How "universal" should the materials be? If hard choices must be made, do we speak to the vocational educator or to the community-based human service constituency or to industry training or personnel specialists?

- Pruning the raw material. How do you fit thousands of pieces of information into a few pages? Which philosophy, which research findings, which strategies should receive top billing? Should they be ranked at all? Can we produce creative, easy-to-digest materials that still meet the rigid guidelines of the RFP? How do we maintain a balance between generic information and specific detail? Do we look at exemplary programs in depth or draw on many different ideas and sources? How do you differentiate, if at all, between good counseling or vocational education practice in general and good practice for the displaced homemaker?

- Expressing a point of view. Through which lens can the content best be brought into focus? How do we temper the "sob story" approach which turns people off? Should we encourage nontraditional or only "safe" solutions? What bears repeating across products? How "formal" should the materials be? What are the underlying messages which need to be delivered?

The final product specifications took shape as we focused on attributes of the materials that would convey the human dimension of the problem, break through common stereotypes, suggest feasible ideas, and prompt realistic action among those who planned or delivered education or supportive services to the displaced homemaker.

The Development Team

The development team consisted of the project director, a part-time materials developer with considerable experience in educational equity, a consultant responsible for developing the project "identity" across print and audio-visual products, free lance designers, photographers, and graphic artists. The executive producer of the public service announcements also joined the team in early discussions to assure a common understanding of the "givens" among all participants. A most critical ingredient throughout this process was a project assistant who kept track of numerous drafts, reviews, deadlines, and people. The creative interaction which occurred in this group and its constructive response to reviewer comments contributed significantly to the quality and timeliness of the completed products.

The Review Process: In Brief

All print products went through a similar review process. Original concepts and ideas were initially explored with the consultant panel, and the subcontractors (Wellesley College Center for Research on Women and the American Vocational Association) usually at one of the panel meetings. Project staff then developed a specific list of objectives, a detailed outline of the content, and preliminary ideas about design, format, and utilization of graphics. These circulated by mail among consultant panel members. Staff revised materials in accordance with recommendations.

Next came the draft text of the product. Simultaneously, the draft would undergo several external reviews (via telephone and mail) to provide additional perspectives and input from:

- the consultant panel, representative groups of users--e.g., practicing counselors, vocational educators and planners, national organizations concerned with employment of women, etc.

- representative groups of displaced homemakers to ensure that descriptions of the displaced homemaker "rang true" to those most closely involved

- readers selected by EDC with content expertise in developing materials for the intended target audiences.

Final drafts were then submitted to the sponsor for recommendations and approval along with rough sketches/photos and design specifications. The excellent cooperation of each set of reviewers enabled the project to complete products on time with valuable input from each.

The Products

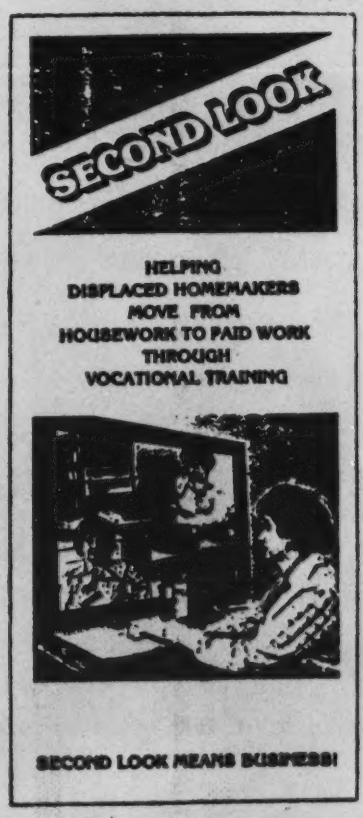
The SECOND LOOK Brochure

The brochure, a black and white, 8-1/2" by 11" 3-fold self-mailing flyer, established the project name and the theme we would use in subsequent products: SECOND LOOK ... Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training. The brochure identified an economic focus ... SECOND LOOK means business about training and employment. It specified the ways SECOND LOOK would: a) raise public awareness about the problems and needs of displaced homemakers; and b) help vocational educators and employers learn more about what they can do to help.

The brochure delivered specific messages to its two principal audiences:

- Vocational Educators: Take a SECOND LOOK at What You Can Offer Displaced Homemakers
- Employers: Displaced Homemakers are worth a SECOND LOOK

It also gave a working definition of the term "displaced homemaker," emphasizing diversity as well as attributes shared. (See Appendix F).



Resource Guide for Vocational Educators and Planners

This 33-page, 8-1/2" by 11" brown-covered booklet focuses on the administrative aspects of establishing and maintaining programs to ansist displaced homemakers, acknowledging potential problems and suggesting innovative ideas for their solution. In the Foreword, we established our point of view and outlined the purpose and content of the Guide. It is reproduced below.

FOREWORD

Vocational education prepares people for work. Today, more people than ever before want and need access to vocational institutions. Adults, women, minorities, disadvantaged youth, the handicapped, and others can profit from the opportunities vocational education provides.

Displaced homemakers have recently been recognized as another specific group that can benefit from vocational training. During the next decade, several million displaced homemakers will need marketable skills to enter the economic mainstream. Increasingly, the vocational education system will be called upon to help this rapidly growing population prepare for and obtain good jobs.

The purpose of this Resource Guide is to show how vocational programs can be extended to or expanded for displaced homemakers in secondary or post-secondary vocational technical schools, state universities, community and junior colleges, Comprehensive Employment and Training Act (CETA) programs, and/or community-based agencies.

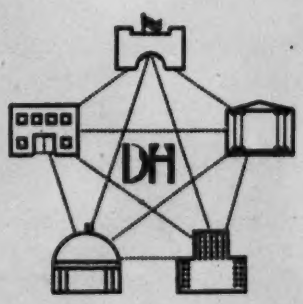
Some institutions can serve displaced homemakers by making only modest adjustments in programs now offered. Others can consider more comprehensive changes in curriculum, staff, or methods of delivery. Still others may choose to develop entirely new programs. Depending on their scope, services to displaced homemakers may involve minimal additional dollars or major new funding.

Many of the ideas included here will be familiar to educators and planners; they reflect elements of good practice applicable at all levels of vocational education. The Guide's specific focus is on policies and procedures that can make a significant difference to displaced homemakers. It addresses four major areas:

- the special characteristics and needs of displaced homemakers
- ways to obtain and use labor market information for program development
- ways to assess and improve existing programs
- ways to link with local and national resources to strengthen programs

Each section of the Guide raises important generic questions to consider and provides action suggestions. Examples and resources are drawn from the experiences of hundreds of displaced homemaker programs throughout the country to trigger ideas and stimulate service development in your setting.

Designing and implementing effective programs for displaced homemakers will be a challenge for vocational educators. Efforts will require new alliances with displaced homemaker centers, business, industry, unions, human service providers, and women's organizations. Evidence indicates that cooperative ventures among community sectors on behalf of this population can and do succeed.



A word of explanation: Preparation for work is crucial for displaced homemakers of either gender. However, because nearly all displaced homemakers are female, the Guide emphasizes the distinct problems women face in the transition from home to work.

The format we chose enabled us to deal with general principles and "hard" information as well. For each topic, we raised basic questions and offered "action suggestions." To encourage implementation, we also provided very specific examples and resources drawn from actual program experience and research. The concept behind the Guide was to trigger ideas and provide the impetus for vocational leaders to initiate actions suitable to their own settings.

We first introduced the displaced homemaker in terms of salient personal characteristics and career development needs. Our examination of the labor market took a hard look at the economic facts of life for displaced homemakers and the obstacles they confront. The text stressed program planning that could make displaced homemakers competitive with other candidates entering the world of work. We then looked at program components--outreach, admissions, career exploration, training, support services, evaluation, funding. To what extent do they work for displaced homemakers? Finally, we explored linkages--ways to collaborate and develop networks with resources in labor, business, education and community-based organizations, government agencies, and funding institutions. Sample sections are presented on the following pages.

An Appendix to the Guide provided over 600 names, addresses and telephone numbers of displaced homemaker program contacts by state. These included regional representatives and field specialists of the Displaced Homemaker Network, Inc, as well as state vocational sex equity coordinators.

INTRODUCING DISPLACED HOMEMAKERS

IN BRIEF

Displaced homemakers . . .

- are generally over 35, often over 50, almost always women
- lack income due to the death, disability, desertion, divorce, or separation of a spouse on whom they have previously been dependent . . . or, are no longer eligible for public assistance because their children are grown
- lack job skills or work experience that will enable them to readily enter the labor market
- must seek employment to become economically independent.

'Displaced homemaker' is a grass-roots term coined in California in 1975 to describe the middle-aged woman, "forcibly exiled" from her role as wife and mother, who is struggling to find a place in the job market. It is now used to identify men and women eligible for targeted employment assistance programs. The phrase is not universally popular, or even familiar in all quarters, but is politically significant and has been built into federal and state laws.

Displaced homemakers exist everywhere in the U.S.: in urban and rural areas, among all social classes, races, and ethnic groups. Their numbers include school dropouts as well as high school and college graduates. Despite great diversity in background, most displaced homemakers have one thing in common: the sudden loss of financial and emotional security. Indeed, the word "displaced" may be too mild to describe the circumstances of a woman whose lifelong expectations have been shattered and who abruptly finds herself without adequate resources for the future.

Displaced homemakers need jobs that pay well in promising occupations. To get them, they must be competitive in a labor market where age, sex, and race discrimination still pose serious obstacles. They must resolve personal and family problems that may hinder participation in training or work. They must shed stereotyped attitudes about female work roles in order to expand their employment options.

Most displaced homemakers are handicapped by ignorance of current labor market realities and new opportunities in non-traditional white and blue collar occupations. They need accurate information and chances to explore a variety of fields in order to make valid career decisions.

Displaced homemakers who have worked in the past may have obsolete skills that require upgrading to meet today's employment standards. Others who have never worked outside the home may have natural abilities and life experiences that are unrecognized or underestimated. They need appropriate counseling and training to translate these into job competencies.

Low self-confidence prevents many displaced homemakers from considering careers with advancement potential. They need support and encouragement to begin the career development process, to complete educational programs, and to find and progress in good jobs.

DH

"I'm a Displaced Homemaker. . ."*

"I am a widow, 62 years old, without any worthwhile education. I have a very limited income. I don't want to end up on welfare or food stamps. I just want to keep my home and pay my taxes. What kind of job training can I get at my age?"

"My husband walked out years ago. I raised my three kids, mostly on welfare. My youngest just turned 17. I'm 39 years old. I've got lots of good years and I want to make it on my own."

"When my husband left me after our 25th anniversary, I felt like I was drowning. Emotionally I've gotten my life back together, but at 52 I find it almost impossible to get a job with no real experience other than some teaching before I was married."

"I live out here in the middle of nowhere. My husband and I always loved the country and we got by on a little farming and odd jobs he did. He died last fall. I have no money coming in and now my car has broken down. What am I going to do?"

"I'm divorced, 35 years old, and am having great difficulty getting work. I have a chronic knee condition that limits standing for any length of time. I receive $240 monthly alimony which makes me ineligible or at the bottom of the list for such programs as CETA or vocational rehabilitation, etc. I've applied for lots of desk-type jobs, but have no experience whatever. I am sure my age is also against me. I am presently employed as a live-in housekeeper/babysitter for very little pay and very long hours, plus miserable living conditions. I need suggestions for more gainful employment so that I can afford to maintain my own apartment and be more productive and happier."

"I am a 40 year old mother of two boys, ages 17 and 20, and my husband is divorcing me for another woman (which I am sick over). The problem is he would never let me work, and I've never held a job. I really need help."

"I Used to be a Displaced Homemaker . . ."

"I was a widow and all my husband's insurance was gone. I had 12 years until his Social Security would start. I took a course at the community college to learn about different trades. Then I studied basic electronics and got placed in a company that pays me $5.50 an hour. Now they're training me to be a technician. The future looks a lot brighter than before."

"After my husband died, I went to a Displaced Homemaker Center to figure out what I could do to earn money. They suggested that since I'd been cleaning house for 30 years, maybe I should start a cleaning service of my own. They helped me get into a program at the vocational school to learn about managing a small business, how to get financing, etc. I've got four people working for me this year and I'm prouder of this than anything I've done in my whole life."

"I had a baby when I was in the 10th grade and dropped out of school. But I always found it easy helping my kids with math. In the process, I learned algebra and trigonometry with them. Now I'm majoring in data processing at the university."

"Five years ago my husband and I came to the U.S. At home I used to do a lot of things, like helping out at the hospital and working with families with sick kids. One day my husband said "goodbye" and went back. I stayed, even though I was scared stiff. One of my neighbors made me go to an adult education class to improve my English. They told me about different kinds of health care jobs, since I liked that kind of work. Now I'm in a work-study program for inhalation therapy. When I finish, I'm pretty sure I'll have a job there."

"I applied to the voc-tech school after my divorce to get training for a job . . . any job. My son had gone there. I thought they were crazy when they said if I learned how to be a machinist, I'd have no trouble getting work. I was desperate enough since I was down to my last hundred dollars so I said O.K. I had no trouble keeping up with those 16 year old kids in class. I only answered about four ads before I got hired and I've already joined the union."

"I got my degree in liberal arts 15 years ago. When I was divorced and needed a job, I went through a short career exploration program. My volunteer experience paid off. I'm now the executive director of our local Chamber of Commerce."

*Adapted from Network News, Displaced Homemakers Network, Inc.

CAREER EXPLORATION

Basic Questions

- what print, audio visual, or computer-based information do you have about the world of work in your career files, library, or resource center?
- are your materials appropriate for adult use?
- how do you help students and staff understand and interpret labor market information?
- how do you promote awareness of a broad array of career options at all trade, technical, and professional levels?
- what opportunities do you provide for "hands-on" work sampling and pre-vocational exploration?

Action Suggestions

- Review the scope and quality of your reference collection. Is it up-to-date regarding: job outlooks, skill requirements, wage differentials in all occupational areas? Do you have materials which illustrate: the relationship between course offerings and local labor market trends; opportunities for occupational or geographic mobility; affirmative action news in local industries? Do materials portray women of all ages in familiar and unfamiliar job roles?
- Develop mechanisms to move information and materials out of files and offices: a pool of student and staff reviewers to screen new materials; routing slips for periodicals; regular bulletins announcing new acquisitions; posting in public areas; specially-prepared displays.
- Use your own resources to help displaced homemakers discover unrecognized talents. Organize mini-workshops where industrial arts, trade and industry, business, home economics and other teachers demonstrate how typical household skills can be upgraded into job skills. Home maintenance and repair, health and child care, scheduling, driving, purchasing, budgeting money, operating appliances are foundations for building occupational competency.
- Offer short-term hands-on learning experiences to introduce skills, tools needed in various fields. Encourage displaced homemakers to visit all the training departments in your school—to observe classes, teaching techniques, talk with instructors and other students.
- Work sampling devices normally used as admissions tests can easily be used as pre-vocational experiences for displaced homemakers. This will help to expand options rather than to prematurely close them off.
- Link with local businesses and industries to arrange field trips for staff as well as displaced homemakers to a variety of workplaces: insurance companies, factories, hotels, shipyards, banks, construction sites, hospitals. Cover the gamut of white and blue collar jobs under one roof: office work, building maintenance, food preparation, data processing, communications, etc.
- Invite employers in promising job fields to talk about opportunities in career exploration sessions. Emphasize job ladders within occupations as well as transferability of skills across jobs. Displaced homemakers need to know that it's possible to move from typing to typewriter repair, from auto mechanics to pollution control, from bookkeeper to accountant, from electronics assembly to complex circuitry, from retail sales to commissioned sales.

Examples and Resources

Your State Occupational Information Coordinating Committee (SOICC) can provide information on computer-based and other learning resources. SOICC directors are listed in the 1980 Directory of Vocational Career and Information Services, obtainable from the National Center for Educational Brokering, 405 Oak Street, Syracuse, NY 13203

The Home Economics section, Ohio Division of Vocational Education, funds 19 displaced homemakers programs in joint vocational schools. These involve 80 hours (day and evening) of competency-based instruction in self-concept, survival skills, career exploration, employability skills. One school, the Upper Valley Joint Vocational School in Piqua (OH) provides lab experiences for displaced homemakers in all school departments.

Cheney (PA) State College offers field experiences including observation visits to job sites, applications of classroom-laboratory work, apprenticeship-type training on the job.

Volunteer opportunities through organizations such as the Boston(MA)CivicCenter and Clearinghouse, Inc., offer low risk ways to explore work settings and test skills for those who can buy some time before entering the paid job market.

The Women's Development Center (WDC) of the Pewaukee (WI) Waukesha County Technical Institute provides vocational, educational, and personal counseling to women and men in transition. Activities to assess abilities and examine career alternatives include an Industrial Exploration Day, with hands-on classroom experiences and opportunities to talk with women working in industrial occupations.

Rogue (OR) Community College offers industrial orientation through lectures and hands-on instructional experience.

Vocational-Technical Education Consortium of States (VTECS) develops task lists for vocational and technical occupations and shares items among member states. Basic tasks common to high-demand occupations in your area may be extracted from lists and used to form a short-term pre-vocational exploratory experience for displaced homemakers. Contact your state department of education to find out if your state is a member of this group.

Comprehensive program offerings at Career Planning Center Inc. (CPC) in Los Angeles (CA) include a wide range of exploratory seminars in traditional and nontraditional areas, job search workshops, self-help groups, a vocational library, speakers' bureau, and individualized counseling and assessment services. A main walk-in center and branch centers are all staffed by professionals as well as volunteers learning administrative, counseling, and public relations skills. Federal and state-funded services are available for economically disadvantaged clients. CPC holds an annual Women's Employment Options Conference, involving representatives from major companies; workshop topics deal with new career alternatives, minority employment issues, job-seeking strategies.

Many excellent career education, exploration, and training programs are available for adult populations. Through its publications and resources, the American Vocational Association can provide links to them. Contact AVA, 2020 North 14th Street, Arlington, VA 22201.

The National Directory of Free Universities and Learning Networks provides information on 240 organizations which offer learning opportunities for adults, including small group exploratory courses. Write to The Free University Network, 1221Thurston, Manhattan, KS 66502

Vocational Counseling for Displaced Homemakers. A Manual.

This 34-page 81/2" x 11" blue-covered manual utilizes the same graphics and format as the Guide. The Manual's emphasis is on in-depth information, ideas, strategies and "tools" which are appropriate in day-to-day counseling activities. The Foreword is reprinted below:

FOREWORD

The displaced homemaker needs help in making the transition from housework to paid work. During the next decade, several million displaced homemakers will need marketable skills to compete for good jobs in promising occupations. This rapidly growing population will be turning for assistance to secondary and post-secondary schools, colleges and universities, community-based agencies, government employment and training programs, and educational brokering services. As a vocational counselor, a peer counselor, a learning facilitator, a women's advisor, or an information specialist in any of these settings, you are in an important position to help displaced homemakers prepare for the job market.

This manual highlights the requirements of the workworld and what counselors can do to help displaced homemakers get there. It uses the labor market as a lens to bring aspects of the counseling process into focus. Familiar elements of good practice have been combined with ideas, techniques, and examples drawn from the experiences of displaced homemaker programs throughout the country. They all emphasize approaches and activities that can make a significant difference to this population.

You can use this manual to:

- learn about the special characteristics and needs of displaced homemakers
- obtain and interpret labor market information
- develop a profile of the displaced homemaker's current status and future plans
- help the displaced homemaker assess, explore and develop skills through education and training
- help the displaced homemaker identify and overcome problems through supportive services
- locate and develop jobs for displaced homemakers.

Counseling will involve providing information, guidance, and referrals and will require collaboration with others in your institution and in the community. Effective counseling efforts will empower the displaced homemaker to act on her own and take appropriate steps to achieve economic independence.

The section on introducing the Displaced Homemaker was carried over from the Guide, as well as the Appendix listing specific programs. Emphasis in the section on THE LABOR MARKET was placed on asking the right questions, using many different information sources, breaking through stereotypes, and relating labor market information to the displaced homemaker's needs. The following excerpts from the Manual illustrate how we treated two of these topics.

Breaking through stereotypes

Despite age, race, and sex discrimination in the world of work, some developments appear encouraging for older women. More and more women are moving into professional, managerial, and entrepreneurial job areas; some are entering trade and technical fields formerly dominated by male workers. For example, federal goals and timetables have been set for the participation of women in apprenticeship occupations and in construction. Information about these are available through your regional DOL, BAT, or Women's Bureau offices.

Rewarding jobs in "new" areas often are similar to more traditional, female-intensive jobs. For example, if a woman can be a typist, why not a technical equipment operator or data processor? If it's acceptable to be a school crossing guard, why not a flag person near a building renovation site? If as an administrative assistant she can manage an office, why not a business franchise? If she can do advertising layout or paste-up, why not drafting or architectural drawing?

Another way to think about options is to look more realistically at job satisfaction, work environments, wages and benefits. A tray of dishes carried by a waitress is as heavy as a toolbox carried by a typewriter repairperson. The factory worker and the machinist both experience noise and danger in the workplace. The janitor and the hotel maid work in similar settings at similar tasks. But there are significant differences. More often than not, the male-intensive job pays more, offers a chance to learn on the job while being paid, and to bid on other opportunities within the company.

The chart below presents a sample array of opportunities that displaced homemakers should know about. Be sure to look into those which are promising in your area.

OPPORTUNITIES TO CONSIDER	Traditional Women's Jobs	Some Nontraditional Possibilities
Professions and Business	Home economist Librarian Nurse Social worker Teacher Counselor	Doctor Dentist Engineer Accountant Scientist Business entrepreneur Architect Lawyer Manager
Technical Occupations	Health technician Dental technician X-ray technician	Draftsperson Engineering technician Technical instrument repairperson Electronics technician Technical representative Environmental technician
Sales	Retail store worker	Real estate broker Automobile sales worker Insurance agent and broker Manufacturers' sales worker Securities sales worker
Service/Support Occupations	Social service aide Teacher aide Librarian technician Optometric assistant Physical therapy assistant Waitress Beautician Hospital attendant Nurse's aide Household worker	Legal assistant Physician's assistant Architectural aide Mental health technician Urban planning technician Engineering aide Protective service worker (security, police, fire) Maintenance repairperson
Skilled Trades	Traditionally and statistically, few women in the field	Appliance service person Business machine repairperson Air-conditioning, refrigeration and heating mechanic Computer service technician Automobile mechanic Electrician

Relating labor market information to the displaced homemaker's needs

Consider where the displaced homemaker is starting from—financially, educationally, and personally. Labor market statistics will mean more to her if they are expressed in ways that address her most pressing concerns. These are likely to center on: earning power to support herself and her family; time and dollar investment required for training; a sense of satisfaction and achievement through work.

Use local information to develop simple charts illustrating how these factors relate to promising jobs or fields.

PRESENTING LABOR MARKET INFORMATION

Factors to Consider	Promising Fields/Jobs*																																			
	Health					Insurance					Public Utilities					Durable Goods Manufacturing								Transportation												
	Home Health Aide	Assistant Technician	Dental Lab. Technician	Consumer Safety Officer	Electronic Technician	Secretary	Sales Representative	Claims Representative	Public Relations Writer	Driver	Engineering Aide	Display Technician	Instrument Technician	Market Administrator	Programmer	Computer Operator Trainee	Buyer	Drafting Technician	Technical Control Specialist	Milling Machine Operator	Electronic Assembly Inspector	Technical Writer	Cab Dispatcher	Maintenance Worker	Reservations Service Agent	Consumer Relations Specialist										
Salary Range (at entry)																																				
Less than $10,000	•		•	•		•		•		•						•					•			•												
$10,000—15,000		•			•		•		•			•		•	•		•	•		•			•		•											
$15,000—20,000											•		•						•			•					•										
Education Required																																				
High school diploma/GED	•					•				•	•	•				•				•				•	•											
Associate's degree/1-2 years training		•	•				•	•					•		•			•	•		•					•										
Bachelor's degree				•	•				•					•			•					•					•										
Personal Satisfaction In Working With:																																				
People	•			•			•		•					•			•			•	•															
Things			•			•				•			•			•		•	•					•												
Data		•			•			•			•	•			•							•	•													

*Based on Boston, MA data

Make use of the labor market information you acquire. It should be a prominent part of the counseling process. Post information on bulletin boards, in corridors, in counseling offices, lunchrooms, libraries—anyplace where displaced homemakers are likely to see it and read it. Share the information with your colleagues and other service providers with whom you are in contact.

In the next section, DEVELOPING A PROFILE, counselors are urged to help the displaced homemaker express her ideas, opinions, and hopes in ways that can lead to productive next steps.

A major focus of the Manual was SKILLS--their assessment, exploration, and development through education and training. We suggested that counselors try to "tease out" the skills displaced homemakers have acquired in household, community, and work experience. We made explicit connections between a variety of skills and jobs and promoted the selection of learning resources which can get the displaced homemaker into a good job as rapidly as possible...and provide avenues to future advancement. We also included criteria for choosing formal training experiences and identified ways to obtain training on-the-job.

A section on PROBLEMS was designed to make counselors aware of typical problems displaced homemakers face, ways to address them and effective procedures for referring displaced homemakers to "outside" supportive services. "Sorting out" the problems highlighted developing a new self-image, attending to health and mental health problems, working out responsibilities for and to others, and dealing with such survival issues as money, credit, legal assistance, housing transportation/mobility. The "solutions" identified support mechanisms possible within the institution or agency and "brokerage" techniques to get outside help from organizations concerned with aging, community advocacy, health, financial assistance, work, child and adult care, and special population needs.

Placement in a good job or the launching of a new business enterprise will be the displaced homemakers most important index of success. The section on JOBS identified ways to help displaced homemakers build up the confidence and skills needed for the job search. The text goes on to describe how the counselor can develop job leads, generate employment opportunities, and keep tabs on placement success.

Several illustrative pages from the manual follow.

Turning housework into paid work. Help the displaced homemaker explore different ways to make homemaking skills profitable in the world of work. This sample illustrates some possibilities.

HOUSEWORK/PAID WORK

At Home	In a Job. . . or a Business of Your Own
• Hands-on activities/skills	
—cooking	—chef. . .private catering
—driving	—route delivery driver, bus driver, taxi driver. . .school or handicapped transportation service
—decorating	—interior designer. . .party decoration service
—sewing	—retail fashion sales. . .custom dress shop
—indoor or outdoor gardening	—landscaper. . .greenhouse supplier, nursery grower
—caring for sick family members	—home health aide, health occupations. . .adult day care service, geriatric services
—caring for pets	—veterinarian's assistant, animal lab worker. . .pet care service for vacationing owners
—typing	—secretary. . .freelance typing services
—operating household equipment or using repair tools	—electrician. . .maintenance handyperson
• Management activities/skills	
—planning menus	—dietician. . .caterer
—purchasing goods and services	—office manager, stock supervisor. . . buyer
—fund-raising, organizing benefits, drives	—development officer. . .professional fund raiser
—household budgeting	—accountant, bookkeeper. . . bookkeeping services
—scheduling family appointments	—receptionist, dispatcher. . . conference or travel entertainment services
• Interpersonal activities/skills	
—writing personal letters, preparing newsletters for organizations	—writer, editor. . .free lance editing for industry or in-house publications
—teaching children to read, make things, play games	—teacher, child care worker. . .family day care in own home
—handling family problems, crises	—counselor, crisis interviewer, expediter. . . private counseling psychologist
—telephone campaigning for political/charitable causes	—sales representative. . .consumer collections business, survey research service

Doing is believing. While most displaced homemakers are highly motivated, some may be apprehensive about their ability to perform on the job. Educational or skill "requirements" may seem too forbidding when spelled out on the printed page or even described verbally in job counseling; discouragement may result as well as the premature elimination of options. Guided exploratory activities can help displaced homemakers test reality and gain confidence.

Hands-on opportunities and chances to see what really goes on at work or training sites can provide an invaluable frame of reference for the displaced homemaker who mistakenly equates her workworld inexperience with inadequacy. She cannot imagine what it is like to operate medical laboratory equipment, run a business machine, wield a screwdriver, or dispatch trucks from a warehouse until she tries out such tasks. Frequently she will find that she is more capable than she thought, and therefore closer to realizing her career goals.

When possible, counselors should help displaced homemakers find short-term, low-cost, pre-vocational "vestibule" training to allow hands-on exposure. Other experimental laboratory experiences of this nature might involve part-time internships in business or industry, shadowing programs or volunteer placements. Opportunities to talk with role models working in a variety of fields—even by telephone—will also enhance the displaced homemaker's sense of job realities. Use your labor market contacts to identify role models; invite them to workshops or group counseling sessions or arrange phone discussions or visits to their job sites.

Another benefit of exploration is that it can lead to entirely new career choices, unrelated to the displaced homemaker's former life. While upgrading past skills can be a "safe" ticket into the labor market, many displaced homemakers are ready to undertake bigger challenges and enter totally new job fields such as high technology where exciting opportunities (and high wages) beckon. This may be just the right moment for the displaced homemaker to bury the past and strike out in a bold and different direction.

One skill, many options. The displaced homemaker needs to get all the mileage she can out of her training investment. Encourage her to brush up on or acquire basic skills that are transferable to various occupations. For example, secretarial, accounting, and nursing skills are now widely marketable. Skills to use word processors and other electronic office equipment will increasingly be in demand in the near future.

The displaced homemaker should also understand that basic trade and technical skills will giver her additional labor market leverage. They can pave the way into fields where job openings are plentiful, will enable her to start on a higher rung of the job ladder in terms of earning power, and will help her move more easily across occupational boundaries. Opportunities to improve skills through on-the-job training programs are also significantly greater in trade and technical occupations.

The chart that follows illustrates how basic nontraditional skills can open doors and lead to a range of job options.

ONE SKILL, MANY OPTIONS/SOME EXAMPLES

With this basic skill	You can work in	You can also
Make electrical connections —splice cables —strip wires —solder circuits —connect plugs —install receptacles —repair switches —install fixtures —replace fuses —trace circuitry —install bell and alarm systems	**Telephone Crafts:** as a telephone installer (earn about $15,000) —connect telephones to outside service wires —service telephone cable terminals —install and service switchboards	—install mobile telephones in cars, boats —install intercom systems —work on data processing systems that involve telephone service
	Electricity: as a maintenance electrician (earn about $17,000) —install new lighting fixtures and electrical equipment —repair fuses and check electrical code requirements —replace wires, switches, wall receptacles	—repair traffic lights —install alarm systems in homes —work for electric power companies
	Appliance Repair: as a household appliance repairperson (earn about $15,000) —test equipment to locate electrical problems —replace wiring, heating elements, thermostats —rebuild used appliances	—do assembly work for appliance manufacturers —open your own repair shop —service customer's appliances for gas or electric company
Read and follow diagrams —blueprints —mechanical drawings —schematics —architectural plans/symbols —electrical circuitry —electronic circuitry —bar charts —graphs —wiring diagrams	**Electronics:** as an electronics technician (earn about $15,000) —assemble and repair electronic circuitry, components, and systems —inspect, test, and replace electronic parts —work with slides, blueprints, and electronic systems	—install and repair weather forecasting equipment —assemble and install electronic guidance systems for airplanes, aircrafts —test and repair electronic household appliances
	Drafting: as a draftsperson (earn about $15,000) —prepare drawings using compasses, triangles, T-squares, slide rules —calculate strength, quantity and costs of materials —design charts to show facts and figures	—draw architectural plans —draw diagrams for autobody design —prepare wiring diagrams for electrical installations
	Radio and TV Repair: as a service technician (earn about $16,000) —test circuitry systems —find and replace broken parts —find and solder loose connections	—install and repair car radios —install and repair radio and TV broadcasting and recording equipment —install and repair public address systems in hotels, hospitals, etc.

ONE SKILL, MANY OPTIONS/SOME EXAMPLES

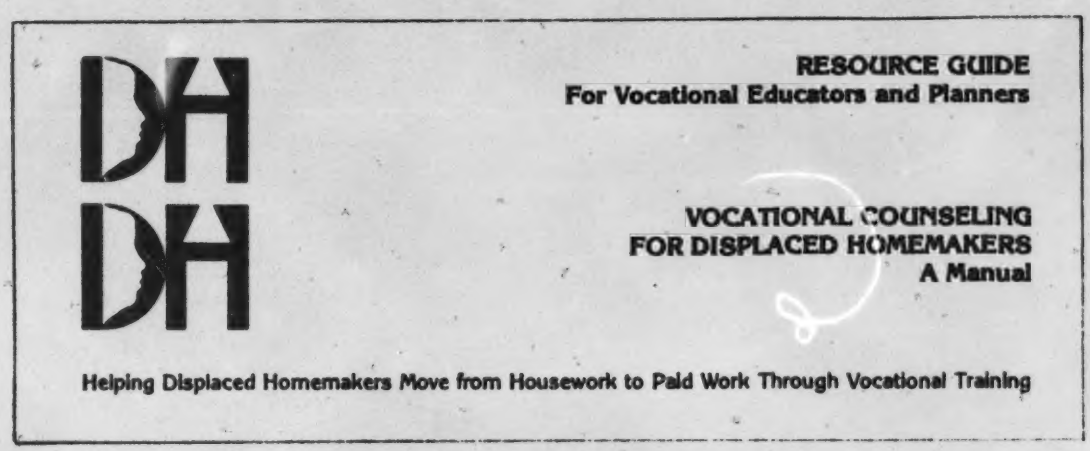
With this basic skill	You can work in	You can also
Use math —add —subtract —multiply —divide —use fractions —use decimals —analyze statistics —read rulers —read gauges — read meters —estimate distance and height —estimate costs	**Transportation:** as a route truck driver (earn about ($16,000) —make out bills and keep track of payments —make deliveries to customers and take orders —re-stock and organize supplies	—do navigation work for airlines, ships, trains —drive taxis, buses, or other public transit vehicles —drive long-distance truck routes —do survey work for road, bridge, and tunnel projects
	Commissioned Sales: as a department store home appliance salesperson (earn about ($20,000) —make out salesslips and records —calculate commissions —keep track of stock and order new supplies	—sell medical equipment to hospitals —be a sales representative for business machine or computer firms —sell building supplies to retail hardware stores
	Environmental Sciences: as a wastewater treatment plant operator (earn about $20,000) —read meters and gauges —test water samples —keep plant records	—work for the water company —work for a government water pollution control agency —be a firefighter first-class who controls boiler operations
Use hand tools —hammers —mallets —saws —screwdrivers —knives —brushes —trowels —snakes —soldering irons —pipe threaders —plastering hawks —shears —wrenches —levels —chisels —planes —files —bits —pliers —rods —picks —shovels —wirecutters —staple guns —straight edges	**Computer Assembly/Repair:** as a computer service technician (earn about $16,000) —adjust, oil, and clean mechanical and electromechanical parts —use testing equipment to check for loose connections and circuits —solder, wire, drill, rivet parts to repair machines	—install new computer equipment —assist engineers in building experimental computer systems —work as a technical supervisor ("troubleshooter") to figure out what's wrong with computer systems
	Building Maintenance: as a maintenance supervisor (earn about $13,000) —supervise workers, order supplies, keep equipment operating —repair light switches, doors, locks, woodwork, walls, concrete walks, repair boilers, fans, plumbing fixtures	—work as a maintenance electrician —work as a carpenter on construction jobs —do maintenance work in schools, airports, and hospitals
	Painting and Paperhanging: as a painter (earn about $19,000) —apply paints and varnish using brushes, rollers, sprays —smooth surfaces using sandpaper, steel wool —measure and cut strips from wallpaper rolls, using paper knives, shears	—work as a paint spray inspector —operate a paint striping machine for the highway department —do touch-up work in the automobile industry

The Promotional Leaflet

This 8 1/2" x 11", two-color flyer, announced the availability of "new publications to serve a new population." It identified and described:

- The Resource Guide...a collection of resources, contacts, active suggestions and program examples...to set new program standards.
- Vocational Counseling for Displaced Homemakers...A Manual which highlights the requirements of the work world and what counselors can do to help displaced homemakers get there. Use the ideas techniques and examples...to strengthen vocational counseling efforts.

The leaflet also gave specific ordering information for obtaining the products through the Superintendent of Documents in Washington, D.C. (See Appendix G)



Distribution Efforts

First, the mechanics of production. The 5,000 brochures and 10,000 promotional leaflets were let to local printers. As required by the RFP, the project worked through Region I, Government Printing Office to print 5,000 copies of the Manual and 3,000 copies of the Resource Guide. Project staff also requested the Superintendent of Documents in Washington to take a rider on the original print run; 1,500 guides and 5,000 additional manuals then became available for sale through GPO.

Strategies

The project's intent was to distribute and promote its products to a widely diverse audience. We utilized direct mail, gave materials out at the project's Regional and National Meetings, and distributed all of them at selected conferences, meetings, and other familiarization activities. We reached out to:

- those who were currently involved in providing education and services for displaced homemakers...or should be
- those who could recommend the materials or pass them on to others
- those in policymaking roles or positions of power in education, labor, business, and community-based organizations
- those who could advertise their availability through publications, journals, periodicals or house organs.

The primary mailing lists we developed included:

- vocational sex-equity coordinators
- directors and coordinators of all displaced homemaker programs listed in the product appendix
- regional representatives of the Displaced Homemakers Network, Inc.
- women and minority community-based organizations involved in employment programs
- people who helped in the preparation of the products
- state directors of vocational education
- regional and state offices of the AFL-CIO Human Resources Development institute, and Chambers of Commerce

- state Displaced Homemakers coordinators
- state advisory councils on Vocational/Technical Education;
- Private Industry Council, executive directors
- attendees at the Project's Regional/National meetings
- regional representatives of HEW, DOL, Women's Bureau, DOL/ETA administration, DOL/ETA Displaced Homemakers Coordinators
- Congressional legislators (Senate/House)
- Curriculum Coordination Centers in Vocational/Technical education
- publications (employment, training, women's issues, and popular magazines)

(See Appendix H for sample cover letters.)

In addition, the project responded to numerous written and telephone requests for "more information" or specific products. In most instances, people asked for and received, free of charge, all products. When the supply of Resource Guides was exhausted, we advised people to write to GPO for it.

Who Received the Products

The project distributed its 5,000 brochures, 10,000 promotional leaflets, 5,000 manuals and 3,000 Resource Guides throughout the country to individuals or institutions in every state. Of these, approximately 2,000 were sent out in response to direct requests from persons who had learned about Second Look through our familiarization efforts.

In addition, approximately 850 copies of the Resource Guide and 850 copies of the Manual have been purchased directly from the government printing office.

We can summarize by saying that feedback has been very favorable on all materials--in terms of their utility, content, and inclusion of realistic and innovative strategies and approaches. Comments have been particularly positive on their effectiveness in helping schools and agencies consolidate, enlarge and capitalize on existing resources as well as create totally new program initiatives. We believe that the projects will continue to be useful, even in

a period of reduced spending for special populations. They provide solid information on how to avoid duplicative services by connecting with available networks, and how to make programs more efficient and cost-effective.

STIMULATING SERVICE DELIVERY: PERSON-TO-PERSON

Five Regional Meetings

As its primary responsibility in SECOND LOOK, the American Vocational Association planned and conducted five regional conferences for vocational educators and other service deliverers, during the summer and fall of 1980.

The meetings were designed to achieve three primary objectives:

- To provide for an exchange of ideas;
- To provide for an awareness of current efforts (research, materials, programs, services); and,
- To equip participants with information and tools for planning and operating programs.

Two additional objectives aimed at the future:

- To familiarize participants with the project and establish the project as a base of existing information; and,
- To establish operational links among the participants so that they might draw upon each other, across locales, as they develop programs/services.

As described below, the make-up and format of the meetings closely followed the specifications originally delineated in the project proposal.

Participants

Approximately five representatives from each state within two respective ED Regions attended the two-day meetings. The dates, locations, and local co-chairpersons were:

Location	Dates	ED Regions	Local Co-chairpersons
Boston, MA	Sept 23-30	I and II	John Di Rienzo Gloria Bernheim
Portland, OR	Oct. 23-24	IX and X	Marilyn Miller Joan Siebert
Nashville, TN	Nov. 11-12	III and IV	Ann Gleaves Louis Catignani
Denver, CO	Oct. 21-22	VI and VIII	Janice Cromwell Georgette Mitchell
Madison, WI	Nov. 13-14	V and VII	Judy Jorgensen Cynthia Goldsmith

Local co-chairpersons were sought in order to ensure a regional flavor and "ownership" of each meeting in terms of existing programs, needs, key leaders, and other factors and conditions. In each state, the State Director of Vocational Education and the State Vocational Association were asked to nominate participants. (See Appendix I for a sample letter of request for nominations.) Final selection of participants was made at AVA headquarters, with an emphasis on the greatest "mix" of representatives: key state and local directors of guidance and counseling, sex equity coordinators, vocational education teachers, community college department heads of vocational education, employed and unemployed displaced homemakers, representatives of established programs and services for displaced homemakers, and state and local elected officials. Letters of invitation were sent to each selected participant. (See Appendix J.) The project was quite successful in attracting leaders from diverse sectors to address the relationship of vocational education to displaced homemakers. (See Appendix K for a complete list of participants for each meeting.)

Program Design

AVA headquarters staff worked with local chairpersons on logistics (lodging, meals, meeting rooms, and other facilities) as well as on the identification of selected additional participants, discussion leaders, and speakers from the regions. While the five meetings were different in atmosphere and make-up, they all followed the same basic agenda. Major session themes were:

- "Characteristics and Needs of Displaced Homemakers"
- "Current Research Efforts and Related Studies"
- "Existing Organizations/Networks and Innovative Programs"
- "Strategies for Planning and Organizing"
- "State Caucuses"

At each meeting, opening remarks were made by the local chairpersons and, in some cases, local visiting officials. Staff from EDC, WCCRW and AVA, gave an overview of SECOND LOOK and an outline of what we hoped to accomplish. This was followed by informal "speak-outs" which included groups of local displaced homemakers who were there to "tell their stories."

The first day was devoted to information-sharing and awareness-building. The second day of each meeting focused on strategy design and state planning. (See Appendix L for program agendas for each regional meeting.) Each participant was assigned to one of four subgroups, and the groups rotated to ensure the greatest degree of interaction among all the participants.

A basic goal of the meeting was that of linkage--to achieve a "meeting of the minds" among vocational educators and service deliverers

outside the mainstream vocational education system in order to determine ways to increase, expand, and improve programs. Much of the discussion centered on the needs of displaced homemakers--what was required to bring them to the point of training--as well as on training itself (types, facilities, locations) and the occupational areas and jobs for which displaced homemakers should/could be trained. The regional meetings provided a forum through which individuals could meet and "connect," and through which realistic state plans could be initiated or advanced. Personnel from state vocational offices and CETA program offices came together with those who knew and worked intimately with displaced homemakers on a daily basis.

In all five meetings the mood was positive and upbeat. While much work had to be done, the future looked relatively "rosy", especially since individuals and agencies were talking together about collaboration, and useful materials (our Guides and Manuals) were available. Important topics stressed in each region included:

- Educational practice: access and quality of programs, the vocational education amendments, career education, the role of community colleges and CETA, in-service and pre-service counselor education, basic skills, home economics, GED, school facilities, short-term training, nontraditional jobs preparation, the sex equity coordinators.

- Elements of service delivery: outreach, age discrimination, survival skills, career awareness, job placement, career ladders, job advancement, national and state occupational information centers.

- Planning and legislation: linking with employers and unions, cooperative efforts, funding, networking, state coordination, public relations information, needs assessment.

Participant Reactions

Overall, the meetings were extremely energetic and productive. Each provided a vehicle for reaching and influencing program planners, policy-makers, and service deliverers in the states represented. Information, ideas, materials, personal contacts, resources, and plans were developed and shared. In some cases, misconceptions were corrected and attitudes changed. As a result, some substantive action was taken to enhance the transition of displaced homemakers from the home to the marketplace. Employers, labor and government representatives, as well as vocational educators profited from these meetings. The consensus was that the five regional meetings did much to further progressive responses to displaced homemaker needs.

The chart on the following page derived from Evaluation Forms, presents the combined ratings of approximately 110 participants from the five meetings. Most ratings were clearly positive; the highest were associated with the content as a stimulus for thinking and planning, the utility of the content materials, and the speaker/audience interaction. Respondents also completed several open-ended statements which describe beneficial aspects of the meetings, recommend improvements for future meetings, and reveal plans for the future. These comments are summarized below.

The Most Beneficial Aspects of the Conference Were:

What seemed most beneficial to participants is characterized by the statements of two respondents: The first remarked, "Having my concepts, ideas, priorities challenged and supported--a thought-provoking, stimulating, validating experience." The second said, "No fads or frills. . . we were on the bull's eye at all times; cost and time effective."

AVA REGIONAL MEETINGS

SUMMARY OF EVALUATIONS

	Strongly Agree				Strongly Disagree		N
	5	4	3	2	1	NA	
The meeting objectives and goals were clearly stated.	39	49	11	5	4	1	109
The objectives were satisfactorily accomplished.	29	59	16	1	1	1	107
The content material stimulated thought and plans.	57	40	11	1	0	0	109
The content material will be useful in my work.	53	32	16	5	0	3	109
The meeting gave me new insight into the needs of Displaced Homemakers.	46	24	22	10	2	4	108
Questions/answer period provided for speaker/audience interaction.	54	34	18	1	0	0	107
The group facilitators helped organize and clarify my own thoughts.	35	42	24	7	1	0	109
Small group sessions provided for participants' exchange of experiences, resources, and ideas.	66	32	10	1	0	0	109
The meeting stimulated me to incorporate new services for the Displaced Homemaker into my program.	40	35	16	2	0	16	109
Plans for future activities were initiated at the meeting.	46	40	16	2	0	9	113

Overall, the conference was (circle one):

excellent	good	fair	poor	
65	42	1	-0-	108

Beneficial aspects cited most often fall into four general areas:

- Open interaction among various professionals.
  Participants, in general, were stimulated by the diversity of the gathering. In particular, rotation of the small groups also appeared to increase the quality and number of contacts made. Participants often spoke of "the open, free exchange," "ease of communication," "sharing of ideas, strategies, and techniques," and "drawing on one another's strengths."

- Practical ideas.
  Of great benefit to participants were specific "ideas to try," and "how to" suggestions presented throughout the meeting. Areas for implementation included "displaced homemaker program models," "the legislative process," "business entrepreneurship," and "funding." One participant noted the value of "meeting those who hold the purse strings for displaced homemakers."

- Linking with state, regional and national levels.
  A number of respondents indicated explicitly that the meeting expanded their thinking beyond their own specialties and geography. They noted opportunities . . . "to develop strategies for state-wide consortia, to develop funding through the legislature;" "to consolidate our efforts and services." Others mentioned "interacting with people in other regions about what works," "state caucuses," and "knowledge about where to go for assistance."

- Hearing displaced homemakers share their stories.
  When the "speakout" included an ethnically diverse group of displaced homemakers in various stages of career transition, the presentation strongly affected many of the participants. It brought a special reality to the issues being discussed. The immediacy and authenticity of such accounts helped focus the discussions, "generated some new ideas for program planners," and "sparked new motivation" to work for displaced homemakers among some who had been skeptical about the needs of this target group.

As a Result of This Conference, I Plan to:

Statements about future plans were similar across the five meetings. The intentions of the participants were remarkably concrete and tended to cluster in several key areas:

- Engage in specific "new" activities on behalf of displaced homemakers.
  Most respondents identified new initiatives they intended to take upon return to their home states--to develop plans or launch programs, to introduce or explore new service delivery elements, or to target displaced homemakers. The following chart shows the range of actions contemplated in ongoing activities.

NEW INITIATIVES

Develop Plans or Programs	Introduce or Explore Service Delivery Elements	Target Displaced Homemakers in Ongoing Activities
"write out a specific plan and model for future efforts in serving displaced homemakers."	"reorganize components of my program to provide better access for displaced homemakers."	"work harder to impact on federal regulations."
"write a proposal for a program for non-CETA eligibles."	"establish classes for displaced homemakers in secondary public schools."	"significantly revise the state's annual plan for serving displaced homemakers."
"develop a vocational training program based on displaced homemakers needs."	"establish a hot line for displaced homemakers in our state."	"require attention to displaced homemaker populations in grants for vocational education funding that I screen."
"plan strategies for impacting on proposed vocational education reauthorization."	"develop telephone courses to the homebound."	"direct program consultants to work with schools to initiate ways and means to develop training programs for displaced homemakers."
"pursue cross-part funding in Vocational Education."	"develop ongoing support groups for displaced homemakers enrolled in vocational training."	"revise RFPs to include displaced homemakers."
"develop strategies to 'institutionalize displaced homemaker efforts'."	"produce a slide tape visual to use for awareness at area workshops."	"incorporate some strategies that have been overlooked in our state's planning for displaced homemakers, specifically more involvement of all vocational education disciplines and "grass root" people."
"actively promote displaced homemaker programs in my service area."	"tackle tuition waivers through OVA Legislative Committee and lobbyists."	"explore under-enrolled vocational education classes for displaced homemaker participation."
"start intervention and long-range planning activities in my state."	"explore possibility of giving counselors credit toward certification for spending a week or two with a displaced homemaker center."	"have a panel of displaced homemakers at the State Vocational Association Executive Board."
	"develop an evaluation instrument for our state displaced homemaker programs."	"write a letter to the National Secretaries Association re: increases in wages for secretaries."
		"do public relations with employers about displaced homemakers strengths."
		"form a network of displaced homemaker groups in the state; work for legislative funding."
		"establish a state-wide planning committee to create awareness/ services."

- Work on state-wide or county-wide efforts.
  Many respondents were convinced that next steps would have to involve a broader base. Specific plans revolved around seeking joint funds, working to enact legislation, unifying plans for rural areas of a state, holding state-wide meetings. One participant expected to "transfer the information immediately to my state administrator for implementation in existing programs," another was going to "work for greater state level coordination of the various agencies working on the problem."

- Cooperate with others.
  Closely aligned with the notion of state-wide efforts was a keen awareness of the need to cooperate more fully with diverse sectors within the state or local community. Mentioned most often was the plan to work with the private sector. Also proposed was greater cooperation within vocational education divisions as well as networking among vocational education and community-based organizations, displaced homemaker programs, unions, and other educational institutions and programs. As expressed by one respondent . . . "to increase my efforts to reduce the competition, territoriality, and fragmentation locally, and on a statewide basis."

- Spread the word.
  A number of participants intended to inform others about displaced homemaker issues and successful approaches to program design. Some planned to "do PR" or "talk to vocational educators, armed with information." Several would "develop in-service courses, or workshops to make teachers more aware of displaced homemakers;" others would share thoughts and experiences with other administrators within any institution. Some hoped to become an "advocate of displaced homemaker programs in the state"; one would focus attention on courses, programs in the secondary schools to help "prevent" the problem.

- Learn more about the displaced homemaker issues, programs.
  A number of respondents found that the meetings motivated them to learn more about other organizations, opportunities for displaced homemakers, state plans, legislation, research. Some would "seek out displaced homemaker opportunities in my state and community," "seek information regarding present policies and future plans for leadership," "stay on top of legislation and funding," or "do more research, learn the terminology and get involved."

I Would Recommend the Following Improvements for Future Meetings:

As respondents reflected on ways to improve future meetings, suggestions emerged around three themes--participants, content, and structure.

- Participants
  In general, respondents recommended an increase in the representation of employers and legislative personnel . . . "to see the need for hiring and funding . . ."to obtain an equal representation from industry and education." Some simply said "more people with power." A few mentioned "more males not currently involved in displaced homemaker programs."

- Content
  Several areas could receive more attention in the future, according to respondents. Suggestions varied from region to region, but recommendations included more sharing of selected programs, (e.g., "in-depth study of the Ohio model"), "a detailed description of a rural program;" "more consideration of the issues affecting ethnic minorities;" "more sharing of techniques from someone who has worked in it a long time;" "more emphasis on non-traditional occupations for women;" a detailed study of "how to use the materials developed by EDC," "a lecturette on what the hard 'research' is telling us about how to serve displaced homemakers;" and examples of "how to tap sources for funding," including "examples in compliance with legislative mandates." Finally, about a quarter of the respondents expressed the desire to see the schedules/agenda before their arrival as an aid to "preparing" for state presentations or state caucus activities.

- Structure
  Several suggestions were made regarding programming. Most involved ways to improve the small group interactions: "a mini-training session for facilitators, "smaller groups", "more specific topics;" "opportunities to meet with "related-role groups" or "related-stage groups," or "direct-service groups;" letting participants select interest sessions. Several minority opinions were expressed; one person wanted "more speakers"; one thought it could be collapsed into a one-day meeting; two asked for evening subgroups; one wished to limit "state brag sessions"; while another wanted state presentations at the beginning to "learn about programs from the start."

After the Meeting: Some Outcomes

The most serious error in planning these five meetings was the failure to build in both a process and staff time to develop "conference

proceedings." Regrettably, there was no formal, organized system for taking and compiling notes from each of the theme sessions and group report-outs.

Also, the RFP did not provide for follow-up on state action plans generated at the meetings. However, informal phone calls were made to randomly selected participants, approximately eight months after the meeting. During these inquiries, only one person responded by saying: "Nothing happened due to the AVA conference; it was just a standard meeting; the information I disseminated upon my return; nothing special resulted to my knowledge." All others were making attempts to expand and/or improve vocational programs for displaced homemakers, as documented below:

Some "positives"

"Yes, the conference sparked us into action. We set up a class here for displaced homemakers and operated it like a center for six months (June 30). Today my assistant director is preparing a proposal for establishing a program for displaced homemakers. There are to be five grants in the state for displaced homemaker programs and we expect to get one of them. This grant will provide for a full-time instructor, travel, supplies, and day care."
(Director of a Vocational Technical School in a small town in the South.)

"Too soon this fiscal year for all the data to be in, however I can report that we got a displaced homemaker project funded through CEM. It is made up of a six county consortium in the northern part of the state."
(Home Economics Coordinator, State Department of Education in the Far West.)

"Currently with the Department of City Government writing a proposal to develop a displaced homemaker service for one year. Participated in a state level round table discussion on displaced homemakers. As a direct result of the AVA conference, learned how to respond, i.e., target funding for displaced homemakers and how to cooperate with other agencies. Also learned how other communities provided service to displaced homemakers."
(Director, County Adult Education in the Mid-West.)

"Conducted some workshops for staff. Incorporated much of what we learned into our classes, but realized we had to be much more systematic about it. Currently, are working on a curriculum for training displaced homemakers for non-traditional employment. We are hoping that we can get the curriculum funded through CETA for one year."
(From a Community College Leader in a Northern State.)

"To focus on networking, what we did was: establish a newsletter, assist in developing grants from the Department of Labor, inform community service personnel in the state's 15 community colleges and the coordinators of vocational and adult education. Offer of staff development resulted in: community service round table with 20-25 community service staff in November--sharing and developing strategies, getting deans and colleges talking with business and industry, renewing grants under P. L. 94-482."
(Administrator, Board of Community Colleges in the Northeast.)

"We're at the planning stage of establishing a course for displaced homemakers in conjunction with classes for women returning to work. These courses will prepare women for entry-level jobs. We got the state to support the expenses to send a representative to the national convention of the AVA to attend sessions on Youth Employment and Displaced Homemakers.

Spin-offs from the AVA conference on displaced homemakers (1) Articles in the state vocational education newsletter; (2) Section scheduled on displaced homemakers on the program of the State Home Economics convention; (3) Vocational workshop conference held on August 13 & 14 to have session on displaced homemakers (4) established a county consortium on displaced homemakers."
(Coop-Coordinator, Occupational Home Economics in the South.)

"We already had a strong displaced homemaker program funded by the state, so while the conference was most informative, it really made us feel good that we were on the right track."
(State Supervisor, Vocational Sex Equity, in a mid-Atlantic state.)

<u>"Still working on it"</u>

"The conference came at a perfect time for me. I had been assigned to displaced homemaker service, but did really know nothing about it. We have written two contracts for assessing the needs of displaced homemakers as well as identifying who and where they are. Both times they were turned down. Now we are requesting justification from the department who would not sign off on the contract--e.g. justify non-compliance. We again have funds in the budget for displaced homemakers for 1981-82. We know what we have to do and it is internal politics--pure and simple."
(A consultant in Adult Services Division of a State Department in the Northeast.)

"We had good ideas, like (1) a statewide task force on displaced homemakers--while it was approved by the State Director, it was never funded; (2) exchange staff with state colleges so they could get credit for inservice upgrading on displaced homemakers--staff development. Budget cuts have essentially stopped any work for displaced homemaker programs."
(CETA Consultant to Board of Vocational/Technical/Adult Education in the Mid-West.)

"We continued to fund several displaced homemaker projects. We planned a displaced homemaker conference, but it was cancelled."
(Director, Post Secondary Occupational/Technical Education, State Department of Education in the Northeast.)

"Activities following the conference (1) passed on information gained through general discussion with department personnel; (2) passed displaced homemaker information at inservice sessions within Industrial Education Section; (3) passed on displaced homemaker information during normal interaction with public sector. Since the conference I have seen more written in inservice newsletters, and articles of an awareness nature."
(Supervisor, Industrial Education, Department of Elementary & Secondary Education in the Midwest.)

"Although our state displaced homemaker program has been terminated, we are working toward an interagency task force for ways of securing funds and resources for displaced homemakers, i.e. pooling of information. Our plans call for the training of displaced homemaker program staff, which would make more people aware of displaced homemakers."
(Chief, Employment Security Department in the Northwest.)

"Our Community College is not involved in displaced homemaker programs, however, should funds become available I've got a lot of ideas, from the conference, which could be incorporated into a displaced homemaker program. While we do not have courses labeled as displaced homemaker, we have lots of courses that mature women enroll in which often fulfill the needs for the displaced homemaker."
(Chairperson, Homemaking Department in a southwest community college.)

The National Conference of Service Clubs and Women's Organizations

A national conference of service clubs and women's organizations with approximately 100 participants was held in April of 1981, toward the end of the two-year contract. Displaced homemakers, service providers, community leaders, and representatives of government, education, business and labor worked together to explore ways of helping displaced homemakers on a continuing basis.

Under the leadership of the Wellesley College Center for Research on Women, this conference built on project efforts to encourage the inclusion of displaced homemaker programs and issues in the work of national organizations and their local affiliates. It provided an occasion to preview the TV public service announcements, introduce leaders of major national voluntary organizations to the written materials produced by Second Look, and to share information about the resources widely available through vocational education.

The conference conveyed a sense of the urgency of displaced homemaker needs and of the growing magnitude of the problem. At the same time, it stresses concrete activities which organizations could use to address these needs.

Participants

To guide the selection of organizations, the project focused on those which were national in scope, diverse in the constituencies served, and representative of education, business and industry, labor, professional women's groups, volunteer organizations, vocational education, community colleges, and religious organizations. From national directories and publications, a long list was assembled of all possible organizations which

might be included at this meeting. Priorities were then established to reflect the original criteria cited in the proposal by the Wellesley College Center for Research on Women in collaboration with Educational Development Center, American Vocational Association, the sponsor, and the consultant panel members. Invitations were sent to the first priority group. (See Appendix M.) Later, after some refusals were received, a second mailing was done. Those who attended the conference did indeed reflect the diversity we had hoped to achieve. (See Appendix N.)

Program Design

The conference utilized several techniques to facilitate discussions and encourage future actions.

- Participant preparation. Organizational representatives were asked to do some homework before the conference on displaced homemaker issues and programs in their local communities. Discussion leaders were drawn from the participant list and sent preparatory materials. (See Appendix O.)

- Motivating sessions. Several sessions were designed to dramatize the issues for participants and help them develop empathy for the problems of the target population. These included a "speakout" where displaced homemakers in various stages of career transition told their personal stories and service providers told of their work; presentations by public leaders to highlight the national perspective and government policy related to this issue; and a play written by Ruth Jacobs in which conference participants took on the roles of employers, counselors, and displaced homemakers seeking education and work.

- Small group discussions. To stimulate ideas during the meeting, and to prompt action following the meeting, several kinds of discussion were encouraged: assessing the needs/resources in local communities; assessing employment needs of displaced homemakers; mobilizing organizational and community resources.

- Resource exchange. A room was set aside at the meeting in which materials and resources gathered by project staff and participants could be shared.

A complete Agenda for the meeting appears in Appendix N. The format followed quite closely to the original plan. Speakers and discussion leaders for the primary sessions were carefully chosen by WCCRW to represent differing perspectives on the issues. Each leader was sent a discussion guide to help facilitate interaction and elicit exchanges of information. All of the speakers prompted excellent, lively question and answer periods. Discussion often continued at meals and after the formal evening programs.

Various themes emerged throughout the sessions. Most revolved around building strengths among constituencies as a prerequisite to any programming. For example:

- Focus on ways to create public awareness and public acceptance of the problems displaced homemakers face.
- Utilize political leverage, and political power at the local and national level to develop legislation which supports displaced homemakers and older women.
- Be responsive to the special needs of rural, suburban and urban displaced homemakers, the cultural differences among white, black, Hispanic, Asian, and Native - American displaced homemakers.
- Develop new alliances and coalitions whose agendas include displaced homemakers; build links across women's groups, across business, education, government, labor, community and religious sectors.
- Develop the case; know what's working (and what isn't) for displaced homemakers in your area--in training, placement, support; set priorities; be prepared to negotiate.
- Know what's going on in the economy; now and in the future.
- Focus on economic advantages, to the employers and to the community, when displaced homemakers become part of the workforce. Do outreach to employers.
- Change women's attitudes toward marketplace realities.
- Support the work of the advocates. Their message is important in keeping the issues before the decision-makers.

Participant Reactions

Overall, the meeting was viewed by participants as important, informative and productive. Thirty-one conference participants shared their views and reactions with the project by completing the anonymous Feedback Sheet prepared by Wellesley College Center for Research on Women. (See Appendix P.) The selected responses below reflect participant perspectives and opinions expressed during the meeting and in subsequent informal correspondence with project staff.

What were the main reasons for attending the conference?

In general, most participants came to network with other "displaced homemaker-interested" people and organizations. Most also wished to obtain information, or share resources and ideas. They wanted to "hear the results" of the research on displaced homemakers and learn:

> "how existing displaced homemaker programs 'fit' into their organization's agenda."
>
> "about the successes and failures of displaced homemakers program."
>
> "how other organizations are meeting women's needs in general, as well as the special needs of minority women."
>
> "about alternative funding for Displaced Homemaker programs."

Specific information brought to share with others included the role religious groups can play in education, advocacy, consciousness-raising; the skills which help displaced homemakers make the transition to work, the characteristics of "good" programs for displaced homemakers.

About a third of the respondents focused on the role of volunteer organizations in helping displaced homemakers: how to advocate for volunteerism in today's world; how volunteer groups can extend their networking to other groups interested in displaced homemakers.

Some others came with a specific eye to the future--to grasp the direction of issues raised by the movement; to acquire a solid background on the issues and identify strategies for the "new decade;" specifically "to get enough information to establish a displaced homemaker center," or "to find strategies to continue the existing programs."

A few were attracted specifically by the topics and invited speakers; one was well-versed in the displaced homemaker movement and wanted to get an "update" on it; one was "asked to attend by my organization."

Did the meeting meet your expectations? Please explain

All respondents indicated that the proceedings did meet their expectations. In fact, half said it had "far exceeded" or "was better than" their original expectations, both in terms of the program and the participants. Sample responses included these:

"a tremendous source of ideas/information which enlarged my previous understanding of displaced homemakers."

"an excellent learning experience"

"not dry, role models and strategies were focused."

"great...meeting other women involved in this issue."

"a range of people from different 'worlds' able to interact."

"caliber of participants and networking exceeded expectations."

"extremely stimulating...motivating super program, super group."

"surprised at the broad base...all willing to share ideas/listen to very basic questions which soon developed into discussions with depth."

Some participants, however, expressed their preferences for more diversity or in-depth study of selected topics. For example:

"hoped for a wider geographic distribution"

"...thought there would be more industry representation and more in-depth discussion of remedies (funding/innovative programs)"

"wanted more information about programs."

"...needed more exact steps on where to go...what to do...maybe we haven't pinpointed them yet."

"more on the findings of the research...broad trends/analyses of programming."

One expressed surprise that most attendees were women with a "social work slant", several did not expect all service deliverers would be women.

What aspects did you like most?

Many different elements of the program received positive comments from the participants. Mentioned most often was the opportunity to interact directly with other participants, program presentors and facilitators: "environment for open, frank discussion with new groups, people; "hearing personally from displaced homemakers;" "networking in small doses;" "networking at the national level;" interaction with other women working with displaced homemakers;" "the caliber of the participants."

The forum which seemed most popular for the majority of participants was the small group experience: "airing of views and approaches along with exchange of experiences and common concerns...in small discussions;" "intimate contact in small groups;" "informal discussions around meals;" "stimulating, motivating ideas in small groups."

Each of the program speakers was cited by at least one respondent for the timeliness or excellence of the presentation. Topics of most interest were political issues: "excellent presentation on the political process... really nitty gritty how to's for once;" "the sharing of political strategies and marketing strategies;" "realities of the legislative process."

Other program activities which appealed to respondents included the film on displaced homemakers, the "speakout" when displaced homemakers told their own stories, the display of materials and literature, the resource sharing, the PSAs, and the poetry and play by Ruth Jacobs.

Participants had high praise for the location and the logistics of the meeting. Contributing to positive interaction and productive exchange were "good meals," "a nice setting;" "excellent physical arrangements," "comfortable facilities, a conducive surrounding, excellent scheduling," "control of the agenda;" and "touches of humor to move us along."

Which aspects of the meeting did you like least?

What pleased some of the participants displeased others. Several criticized the length of the presentations and the crowded agenda. Composite responses illustrate these concerns:

> "too much programming for the time period...overscheduled...two night sessions were too much...too structured...too much to absorb ...too much information dissemination...too much in each day (particularly on Friday)...insufficient breaks; chances for fresh air."

> "long speeches...presentations could have been shortened...needed time for questions and answers...not enough time to meet people personally and network on individual interest...not enough time for learning from each other in an informal way."

A few disliked the discussion group report-backs, complained about the lack of focus in one of the small discussion groups, and the short time allocated to small groups.

Some had negative reactions toward other participants. In two instances, it was stated that some people were "into their own agendas and did not deal with the topic;" or put differently, "certain people seemed to hog the time." Another respondent felt the representation by young

employees of service providers was too heavy compared with displaced homemakers themselves and/or volunteers. One of the participants felt there was a need for "more specific resolutions geared toward using the research findings for action/direction."

Are you encouraged to work or continue to work for Displaced Homemakers? Why?

Yes was the reply for all respondents. Most said they came away with a better understanding of the dimensions of the problem, a sense of urgency about helping displaced homemakers, and some priorities for their organizations. For those already involved, the meeting renewed energies and stimulated new directions, as illustrated by the chart on the following page.

Are there any areas you felt should have been better represented?

About one third of the respondents answered this question in the negative. A number of topic areas were suggested by others as needing more emphasis or discussion. Several identified a need to focus on special populations:

> "...a time when service providers could have identified what minorities are in their areas, how they are helping and/or why they are not helping, how they can inform the community of these services;"
>
> "...needs, programs, futures re working with the third world displaced homemakers and agencies."

Others mentioned the need to make a stronger connection to the social sciences.

> "how the social sciences (sociology in particular) could be presented as a resource for ideas, problem solving, planning, creating better structure for action"
>
> "more on the cultural aspects of the displaced homemaker syndrome."

Achieved a Better Understanding	Motivated by Knowledge Gained at the Conference	Specific Future Plans
"(I) was struck by the universal aspects of the Displaced Homemaker situation... am encouraged by the interest of so many diverse groups in the plight of the displaced homemakers."	"There is a lot to be done--energy and ideas to go on were provided;"	"will encourage my organization to be more sensitive to this population"
"...know the need better and feel more comfortable about the Network;"	"As a more total aspect of the economic picture of women, the effort is more saleable"	"...will evaluate what our organization is doing at the national level"
"...the number and the need is there ...every effort must be made"	"I got valuable tips on what I can really do;"	"...it is time for renewing the commitment of local groups--to give them some facts and figures...and some techniques learned here to get the discussions started."
"am personally committed...the possibilities for success are there.... is a structure developing to meet the need"	"I see the need and realize there is support all over the country despite the problems, we certainly now know where to turn."	"will try to find a way to contribute to my local program ...particularly with outreach and networking"
"...my initial motivation was reinforced by the meeting"		"...especially will work with the Hispanic community...educate them as to types of options/opportunities they have."
"...I deeply respect the progress made by women in networking and working on this is an essential if we are to survive."		"will continue programs if possible; will try to expand to serve other classes of displaced homemakers"
		"will recommend adding displaced homemakers to the legislative priorities of the organization."

A desire for greater specificity around certain topics also was cited. For example:

"the answers to what works and what doesn't...it was bounced around, but nothing concrete was discussed though new questions did arise."

"specific follow up directly connected to Second Look"

"greater emphasis on ways to approach employers/industry; strategies, expected results;"

"the economic impact of the displaced homemaker."

"the how of advocacy efforts, skills development methods for displaced homemakers, fund, problems of women and the law."

" more discussion of organization, board development/staff training;"

"The values of the volunteer homemaker in a happy marriage as a power in her organization and the community."

Finally, one respondent felt there needed to be more discussion on prevention of the displaced homemaker problem.

What aspects of the meeting were most useful to you?

Interacting with other participants was without doubt the most useful aspect of the meeting. Networking was expressed in several different ways by the participants:

"mingle with the 'superstars' informally"

"interaction with resources...representatives from other states... representatives from industry, government, labor educatorian...the diversity was most enlightened"

"listening/learning from active, professional women; the successes, failures, and predictions for the future;"

"experiencing the energy generated by a bunch of concerned women, brought together by a common concern, from backgrounds of intensive study, thought, and action."

People also found opportunities to learn:

"learning what programs are successful in other cities"

"learning about the legislative and funding realities"

"the broad, national picture, especially the view from Washington"

"learning about the work of volunteer organizations, particularly religious groups"

"hearing the displaced homemakers themselves speak"

"strategy and resource sharing...stimulating discussions, creative thinking and problem solving."

Others mentioned the brochures, literature table, the public service announcements, and the film as useful aspects of the meeting.

What aspects were least useful to you?

Three quarters of the respondents did not identify "least useful" aspects of the meeting. Those who did mentioned several of the smaller group sessions, the lack of time to network, the long introductions and emphasis on titles, the lack of specific recommendations for action from guest speakers, and the long schedule on Friday.

Other general comments on the reaction form tended to praise the program staff for the organization and excellence of the meeting as well as the conscious effort of staff to set the tone for warm, open, interaction. They also addressed the need for more needs assessment, training materials, bicultural and bilingual materials for third world displaced homemakers. Some reiterated the exhausting, intensive schedule; others spoke of the energizing quality of the meeting. One participant described the quality of the meeting this way: "Why not a continuing education unit for the conference!"

After the meeting: Some Outcomes

The reaction forms indicated that, in general, people learned a great deal; many reported plans to include displaced homemaker concerns/ programs on the agendas of their organizations. Some recent evidence also suggests that there has been a positive ripple effect created by public figures and national organization representatives who carried the message of the conference back to their constituencies, and to other community leaders. For example, the National Conference of Jewish Women has used our ideas and material to develop programs. United Church of Christ is utilizing the information for its displaced homemakers programming effort. Rural American Women has prepared material on displaced homemakers for its membership; other organizations have used the Helping or Hurting play as part of their workshop designs, utilized press releases in their local areas, and worked to get the project PSAs on the air. The conference was clearly an important step in providing responsive programs for displaced homemakers over the long term.

Familiarization Activities

Second Look could not achieve its goals unless it could reach a great many people who have, or ought to have, an active interest in the problem. Three primary outreach mechanisms included the Second Look brochure, articles in professional and organizational journals; addresses to groups and organizations. Several factors helped us carry the project's message to many different constituencies.

First, EDC was in an excellent position to make the project known to many appropriate groups, in part through its role as the national dissemination center for the Women's Educational Equity Act Program (WEEAP), its productive relationship with many individuals and organizations concerned with displaced homemakers problems, and its involvement in key national conferences throughout the project's life. Secondly, WCCRW also had wide contacts with other research centers and organizations devoted to the education and employment of women. In particular, Dr. Ruth Jacobs, project leader at WCCRW was able to extend the familiarization campaign substantially by capitalizing on her extensive personal contacts, her publications and books, her offices in major organizations, and her univeristy affiliation in the areas of sociology, aging, women over 40 and human services. The American Vocational Association (AVA), our other collaborator in this project, was able to reach out to vocational educators and counselor nationwide.

Most familiarization activities were conducted through expense-paid opportunities to address national, or regional meetings. In some instances, staff used the occasion of the Regional Meetings to visit and make presentations to organizations located in the area. Some of the activites went unrecorded as they were carried out by consultant panel members in the course of their jobs and mentioned only later to project staff. Appendix Q lists a representative sample of activities.

REACHING OUT TO DISPLACED HOMEMAKERS AND EMPLOYERS

The Design of the Public Service Spot Campaign

Displaced homemakers are found in all sections of the country and in all social strata. They are urban, suburban, and rural. They may be widowed or divorced. They may be black or white. Some live in a culture of strong ethnic ties; others have strong economic or religious ties. They are, in short, as diverse as the country itself. But if the public service campaign was to succeed, they all had to fuse into a collective target for each single spot.

National public service campaigns always begin with a set of inflexible parameters:

- The spots must not be limited by regional identification. This is true of any national campaign, but is of particular importance if the spot seeks to establish audience identification with a particular, individual actor.

- The spots must be attractive to the programmers who will decide whether or not to air them. In fact, the first goal of any public service campaign is to get on the air. The second is to get on the air at a time when the target audience is watching.

- The spots must make an impact without relying on the market saturation techniques of paid commercials. The difficulty of doing this is compounded by the relatively high content of public service spots. Product spots, concerned primarily with product identification, can use internal repetition far more easily than those dealing with more complex ideas.

If, as in the present case, the campaign requires the use of a write-in tag, additional factors come into play:

- The time frame of the spot is shortened by at least five seconds for the 60, 30, and 20-second versions. This is again a problem which is aggravated by the relatively high verbal complexity of the public service message. It is no accident that writers end up fiercely debating the merits of every allowable word. Like Thoreau, we want to simplify, but we usually discover that simplification is no easy matter.

- The viewer must be given simple instructions that can be remembered. Here again the commercial advertiser has an advantage. "Buy Glutz" is a message that may resurface whenever the viewer passes the Glutz display. The mailbox is unlikely to raise anything beyond nostalgia for the six cent stamp.

- The viewer must be motivated to a course of action which may present psychological barriers. Public service spots are, after all, directed at problems more intransigent than Mikey's cereal choice. Even spots which land right on target may not soften resistance enough to stimulate action.

With these factors in mind, we decided to base the creation of the public service spot campaign on the same process of needs assessment that created the Resource Guide and the Counseling Manual. It was our hope that this would enable us to develop spots which were both focused on the target audience and realistic in their content. The issues we took into consideration are highlighted by individually examining each of the three spots.

The Public Service Announcements

Lois and Angie

This English language spot directed to displaced homemakers is a mini soap opera, a style chosen after much discussion. It enabled us to quietly establish a situation and characters with which the target audience could identify and place them in a framework they were likely to watch--a kitchen and a coffee break.

It is worth noting that the identification is built primarily on a psychological profile. We minimized sociological factors wherever possible. Thus we learn that Angie is alone, has been a housewife, has raised children, and needs work. We sense that she is affected by a combination of despair, hopelessness, and anger, but that she is not without resources. But

we do not know whether she has lost her husband through death or divorce, nor do we know how old her children are. Her kitchen and clothing are resonably nondescript, and her neighborhood is a mystery. Her ethnic origins are not apparent and her social status is indeterminate. In other words, psychological considerations were used to build identification while sociological considerations guided us in minimizing details which might interfere with that identification.

To maximize identification, the tag which follows the spot informs the viewer that there are millions of women who share Angie's plight and offers more information to those who will take the first step of writing. The address information is supered over a picture matrix of displaced homemakers. The matrix is intended to convey both the sense of a shared plight and a glimpse of the ethnic and racial diversity of the women. The scripts for all public service announcements are presented in Appendix R.

Elena and Maria

Elena and Maria is set in the same, albeit slightly redecorated, kitchen as Lois and Angie. In fact, aside from the necessary translation to Spanish, it was our intention that the Hispanic spot should parallel the English spot as closely as possible.

Some other factors are also worth noting. The first is that time constraints forced us to delete material. Spoken Spanish is simply not as economical in its use of time as spoken English. The second is that cultural norms required minor revisions. For example, while Lois tells Angie to go find a program that can help, Elena offers to go with Maria. Finally, casting has it own difficulties if a Hispanic spot is to be useful for both the southwest and northeast Hispanic populations. We ended up with one actress from Peru and one from Argentina.

The Hiring Game

Since The Hiring Game was directed to employers and required no write-in tag, it posed a rather different set of problems. Our first approaches to the spot were dramatic, but feedback from our advisory board and the business community convinced us that we would not be able to screen out sociological factors with the same success as in Lois and Angie. We wanted employers to be open to the concept that a class of potential employees called displaced homemakers were worth hiring and training. Because this is a relatively abstract idea, it seemed useful to treat it as an abstraction, if we could do so without losing sight of the employer's role. When a game board came tumbling out of one of the script meetings, it soon became obvious that it fit our major requirements:

- It acknowledged the role of the employer.
- It allowed us to personify the displaced homemaker without individualizing her.
- It provided a framework which allowed the narrator to convey considerable information.
- It allowed us to suggest that hiring displaced homemakers might be to the employer's advantage without making specific promises of performance.

While no write-in tag was required, we decided to retain the picture matrix we had used in the other spots in an attempt both to unify the pieces of the campaign and to remind the viewer that this abstract concept applied to real human beings.

The Follow-up Leaflet

The tag line for Lois and Angie and Elena and Maria encouraged viewers to write for more information at SECOND LOOK, BOSTON, MA 02195. The follow-up leaflet had two purposes:

- to continue the motivational process begun by the television spots to encourage displaced homemakers to explore possibilities for vocational training as a step toward finding employment
- to give precise information on how to do so

The original plan was to present specific data, state by state, on the 600 plus displaced homemaker programs. This would have been unwieldy for two reasons. It would have been very difficult to read, and more importantly, it would soon be out-of-date due to the many changes occurring in the funding patterns of the programs. With the sponsor, we struck on a compromise which could accomplish the same objectives, be visually attractive, easy-to-read, and present specific self-help information.

The slogan for the leaflet repeated the messages in the public service announcements: <u>You Made a Home, You Can Make a Career...Take the First Steps from Housework to Paid Work</u>. An array of photographs depicted displaced homemakers from different age and ethnic groups; case vignettes illustrated many of the "how-to-get-started" techniques and included ideas for turning housework into paid work, upgrading skills and learning new skills, and working in many different occupations. A three-step process helped the reader identify who a displaced homemaker is, provided a mini-guide for thinking "about yourself and about the information you need," and offered a variety of specific resources on who to contact and what to ask. A copy of the follow-up leaflet appears in Appendix S. A mailing house was used to distribute leaflets to the write-ins. This process permitted rapid response to the viewers and enabled the project to keep specific records of the response rate by local zip codes and states.

Distribution

Like the spots themselves, distribution features had to appeal to the programmers who would decide whether or not to use them, and when. Distribution policies had to maximize the impact of the spots and provide us with as much information as possible. These factors governed our criteria for distribution which were:

- The PSAs should be mounted on reel packs which were ready for station use and accompanied by cover letter, scripts, and confirmation of use reply cards. The packaging had to be useful, attractive, and familiar. If the packaging were slipshod or unattractive, or if the need for the campaign were poorly stated, the likelihood that the spots would be screened, much less aired, would radically decrease.

- The mailing of the spots should be staggered so that the spot for employers would arrive after the displaced homemaker spot had been scheduled for airing. Delivery of the spots on a staggered time schedule would increase the likelihood of both spots being aired. Since the campaign depended entirely on only two spots, getting both spots on the air seemed imperative. While The Hiring Game contained no write-in address, it did share a common identification tag with Lois and Angie and might multiply the impact of the first spot significantly.

- The distributor should be able to provide an activity report showing use, estimated audience, and time value. Evaluation of the campaign required that we gather as much information about airplay as possible. The data returned from the distributor would be incomplete, because stations cannot be required to respond and have no economic incentive for doing so. Nevertheless, any response received would form a data base from which we could draw tentative conclusions.

The complete spots were distributed by Modern Talking Pictures TV Distribution Service to all commercial and noncommercial television stations with local program origination capability. (Elena and Maria was distributed only to stations located in areas where there is a substantial Spanish-speaking population.) Lois and Angie was placed in distribution on May 4, 1981. Distribution for The Hiring Game was initiated two weeks later on May 18, 1981. Modern Talking Pictures prepared

distribution reports which include reported and estimated telecasts, viewership, and time value of broadcast contributed by stations for the first sixty days of the campaign.

To increase the "play" on local stations, the project also contacted displaced homemaker programs and national organizations which had received other SECOND LOOK products. In a letter, we encouraged them to highlight the needs and potential of displaced homemakers in their area and to urge stations to give high visiability to these spots. (See Appendix T for a sample letter.)

Some Outcomes

The threads identified above served to knit together the formation of the spot campaign. Measuring how successfully our intentions were realized is a rather more difficult question.

There are at least two quantitative measures which assist in that evaluation: the air time given to the spots (How many stations played them? What was the geographic spread of those stations? How frequently did they run the spots? Over what period of time?) and the written responses (What was the geographic spread and volume of the responses? Did they come from the primary target audience?). There are also qualitative measures which derive from the reactions of service organizations and information supplied by responding women.

Two noteworthy facts emerge from the data provided by the distributor:

- The campaign reached a national audience. Modern received confirmation of broadcast from forty-two of the fifty states. Since write-in responses have been received from every state except Alaska, it appears likely that this is the only state in which the spots were not aired. The other seven states were either covered by stations which broadcast the spots without filing reports or covered by stations in adjoining states.

- The English language spots were aired by 90% of the reporting stations. Even allowing for the fact that stations which air a campaign are more likely to report than those that do not, this represents significant market penetration. It should also be noted that while Elena and Maria was aired by only 44% of the reporting stations, it was widely show in the Southwest and in Puerto Rico. It was also shown in Washington, D.C. and in Philadelphia. A random sampling of write-in responses indicates that it was shown extensively in California, although we have no written confirmation of these showings.

The table below summarizes the data reported by Modern Talking Pictures:

	THE HIRING GAME	LOIS & ANGIE	ELENA & MARIA
STATIONS REPORTING	227	203	25
USING SPOTS	204	183	11
REPORTED TELECASTS	2,842	2,589	108
ESTIMATED VIEWERS *	106,004,900	106,833,800	5,024,600
VALUE OF TIME **	$ 334,097	$ 388,881	$ 6,312

*Number of Estimated Viewers depends on market population density.
**Value of Time is variable, depending on market and time of day.

In assessing these figures, it should be noted that they make no allowance for broadcasts during the sixty day period which were not reported. The reports from Modern Talking Pictures indicate that including such broadcasts would have significant impact on the figures and may be justifiable. However, since the results are highly speculative, we have chosen to ignore these broadcasts.

On the other hand, we do think it appropriate to point out that the figures cited reflect only the first sixty days of the campaign. Since the rate of viewer response received for the sixty days following the close of the reporting period was virtually identical to the rate of response during the reporting period, it seems likely that the number of telecasts also remained constant. Taking this into account, (but ignoring both unreporting stations, and broadcasts which did not fall within the 120 day period) a conservative estimate of the total figures for the campaign reads as follows:

TOTAL TELECASTS	11,100
VIEWERSHIP	435,726,600
VALUE OF TIME	$1,458,580

By this measure, at least, we judge the campaign to have been a success.

As of November 1, 1981, the campaign had generated 4,109 requests for information. These requests came from forty-nine of the fity states, the District of Columbia, and Puerto Rico. (A breakdown of the response by state is included in Appendix U.) It is difficult to draw any but the most general conclusions from these figures since, by and large, we lack significant data which would permit analysis. For example, is the response rate tied to the number of telecasts in a given area? Possibly, but we have only minimal knowledge about telecasts in most areas. One probable exception is Pittsburgh, where reports from stations indicate that the spots were each shown a minimun of forty-four times. Sixty-four responses, more than a quarter of the responses from Pennsylvania (208) were mailed from the Pittsburgh area.

But, tying the level of response to the telecast rate fails to take into account such factors as the economic conditions prevailing in the broadcast area and the activity of displaced homemakers groups in the area. The latter can have real significance. We know of at least ten instances where stations ran the spots in response to interest displayed by local groups. In at least one case, we know that a station replaced the national tag with a local telephone number. (This is an ideal way to provide needed services, but less than ideal for determining campaign statistics.)

The only totally defensible generalization which can be drawn is that the number of responses from any given state appears roughly comparable to its population density. One notable exception is New Jersey which ranks ninth in population, but ranked twenty-ninth in frequency of response. It may be that this is reflective of limited airplay in New York City which also had surprisingly few responses. (New York stations also cover northern sections of New Jersey.) The New York figures stand in striking contrast to California, which accounted for 17% of all responses. The response in the Los Angeles broadcast area was particularly strong (337 of the state's 685 responses). It has been suggested that this is due in part to showings of Elena and Maria, but since both spots used a common post office box, that explanation remains anecdotal. Another state where requests were considerable was Virginia, which ranked second in response rate. Almost half of this response was centered in Newport and surrounding areas. Florida also had a high response rate, centered primarily in Jacksonville, which again accounted for almost half of the responses.

In view of the above, it is tempting to speculate that states which show a high response rate had a particularly strong response in a major urban area (and, by inference, greater airplay in that area). In fact, however, this does not appear to hold for five of the ten states showing the greatest response rates. But pursuing that question did lead to another significant fact. If we ignore the numerical bulges of the population centers and look instead at the distribution of the responses across the country, we find that one or more responses came from 660 different postal zip groups. (There are, for our purposes, 948 zip groups in the postal service.) This at least suggests that the campaign was able to transcend regional, cultural, and economic differences and touch a responsive chord in women all over the country. By this measure also, the campaign must be judged a success.

SECOND LOOK decided to take advantage of heightened national awareness of the displaced homemaker problem produced by the public service spot campaign by extending the distribution of self-help leaflets to individuals and groups who could put them into the hands of displaced homemakers across the country.

Therefore, we have sent out approximately 200,000 leaflets in bulk to:

- the project's consultant panel members
- National Displaced Homemaker Conference participants
- state vocational sex equity coordinators
- Displaced Homemakers Network, Inc., and their Regional Representatives
- displaced homemaker programs throughout the country
- curriculum coordination centers
- regional offices of Department of Labor Women's Bureau
- women's employment programs
- community-based programs serving special populations

The flyers will be distributed at local meetings and conferences for displaced homemakers, used in conjunction with displaced homemaker program materials, placed in locations in community-based and government agencies where displaced homemakers can pick them up and use the information they provide. As a result, we expect the message will be reinforced and the effect of the campaign will be felt long after the campaign has concluded.

APPENDICES

APPENDIX A

PROJECT ACTIVITY SCHEDULE

Project Month	OCT 1	NOV 2	DEC 3	JAN 4	FEB 5	MAR 6	APR 7	MAY 8	JUNE 9	JULY 10	AUG 11	SEPT 12	OCT 13	NOV 14	DEC 15	JAN 16	FEB 17	MAR 18	APR 19	MAY 20	JUNE 21	JULY 22	AUG 23	SEPT 24

Tasks

A. Establish Consultant Group
- Deliver to USOE List of Confirmed Consultants

B. State-of-the-Art-Review
- Deliver to USOE

C. Project Familiarization:
1. Articles
2. Address Groups and Organizations
3. Brochure
   - Draft → Review → Revise → Print → Distribute
   - Submit Brochure Draft
   - Deliver to USOE

D. Vocational Education Counselor Manual
- Draft → Review → Revise → Print → Distribute → Deliver to USOE
- Submit

E. Vocational Educators and Planners Resource Guide
- Draft → Review → Revise → Print → Distribute → Deliver to USOE
- Submit

F. Manual and Resource Guide Leaflet
- Draft → Review → Revise → Print → Distribute → Deliver to USOE
- Submit

G. Five Regional Meetings
- Plan → Review → Revise
- Submit
- Conduct Meetings

H. PSA/TV Spots for Employers
- Plan and Storyboards → Review → Revise
- Submit
- Approval
- Submit
- Production → Revise
- Interlock
- Duplicate → Distribute
- Approval
- Deliver Distribution Plan
- Submit Answer Prints
- Spots on Air
- Deliver Release Prints and Master Materials

I. PSA/TV Spots for Displaced Homemakers
- Dist. Plan for Spots → Submit
- Plan and Storyboards → Review → Revise
- Submit
- Approval
- Submit
- Production → Revise
- Interlock
- Approval
- Submit Answer Prints
- Duplicate and Distribute
- Spots on Air
- Deliver Release Prints and Master Materials

J. Pamphlet for TV Spot Follow-up
- Draft → Review → Revise → Print and Distribute on Request
- Submit
- Deliver Copies to USOE

K. National Conference
- Plan → Submit
- Organize and Conduct Conference

***L. Participate in Nat'l Dissemination Forum and add'l Nat'l Conferences**
- AVA Convention
- AVA Convention

Proposed Consultant Panel Meetings

M. Meetings with USOE

N. Final Report
- Final Report Deliver to USOE

Quarterly Progress and Financial Reports

*NOTE: Task L. Because dates of Nat'l Dissemination Forums are not now available, the meetings do not appear on this schedule.

APPENDIX B

SOME QUESTIONS FOR CONSIDERATION

1. What is your assessment of the current needs of the displaced homemaker? What are your estimates of need for services to displaced homemakers in the future?

2. What criteria would you use for determining excellence of a program for displaced homemakers?

3. What should the government be doing that it is not doing now? Also, business and industry, unions, vocational education, CETA programs?

4. What is your assessment of the relationship among CETA, vocational education, employers and community-based organizations?

5. Are displaced homemakers good employees? Advantages? Problems?

6. What is the best way to encourage employers to hire displaced homemakers? What incentives, if any, should be given to employers who hire displaced homemakers?

7. What kinds of jobs do displaced homemakers now hold? What new kinds of jobs can you suggest?

8. What is the best way to encourage homemakers to go for non-traditional (male-intensive) jobs and jobs which exist, rather than "human service" jobs?

9. How do you motivate displaced homemakers to seek training rather than settle on low-level, dead-end, or short-term jobs?

10. What job arrangements can be developed for displaced homemakers with dependent children or special needs? e.g. flex-time, part-time jobs, shared jobs, etc.

11. How will the economic recession and the cuts in social services as a result of the tax revolution affect employment of displaced homemakers?

Center for Research on Women in Higher Education and the Professions

Wellesley College
828 Washington Street
Wellesley, Massachusetts 02181
Telephone: (617) 235-8360, 235-0320
Cable: WELLRESCTR

In cooperation with
The Higher Education Resource Services and
The Federation of Organizations
for Professional Women

October 16, 1979

Dear Director,

As part of a two year contract from the Office of Education, the Wellesley Center for Research on Women is compiling information on programs for "displaced homemakers" around the country. Your organization has been identified as one which provides services to widowed, divorced and separated women who are seeking to re-involve themselves in the world of work.

We would much appreciate your taking the time to provide us with the following information:

- Institutional affiliation of your organization
- Date when your services began
- The number of displaced homemakers served since January 1, 1979 or when services began (This may be estimated if you do not have exact figures).
- Estimated number of additional displaced homemakers you could serve, given your current funding, facilities and staff
- Sources of support and estimated budget for current twelve month period
- Numbers of full-time and part-time paid staff and volunteers
- A listing of services and activities which your organization offers to displaced homemakers

We would appreciate your sending any printed materials you may have, such as brochures describing your program, reports, research papers, etc.

Thank you for responding to this request at your earliest possible convenience.

Sincerely yours,

Barbara H. Vinick
Content Associate
Displaced Homemakers Project

NATIONAL ORGANIZATIONS CONTACTED BY LETTER

National Association of Women Business Owners
2000 P Street, N.W. Suite 410
Washington, D.C. 20036

American Association of Industrial Management
7425 Old York Road
Philadelphia, PA 19126

League of Women Voters of the United States
1730 M. Street, N.W.
Washington, D.C. 20036

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Association of Junior Leagues
825 Third Avenue
New York, NY 10032

National Council of Jewish Women
15 E. 26th Street
New York, NY 10032

National Community Education Association
1031 15th Street, N.W. Suite 536
Washington, D.C. 20005

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

National Association of Vocational Home Economics Teachers
R. R. 3, 2043 Riles Road, N.E.
Newark, OH 43055

National Council on the Aging
1828 L Street, N.W.
Washington, D.C. 20036

American Association of Retired Persons
1909 K Street, N.W.
Washington, D.C. 20049

Women's Equity Action League
805 15th Street, N.W. Suite 200
Washington, D.C. 20005

IAPES--International Association of Personnel in Employment Security
Box 173
Frankfort, KT 40601

STATE-OF-THE-ART TELEPHONE INTERVIEWS

Apollo Joint Vocational School
Lima, OH

Arizona Action for Displaced
Homemakers, Inc.
Phoenix, AZ

Center for Displaced Homemakers
Moore-Norman Area Vocational-Technical
School
Norman, OK

Delaware Displaced Homemakers Center
Wilmington, DE

Displaced Homemaker Center
Louisiana Bureau for Women
Baton Rouge, LA

Displaced Homemaker Program
Women's Resource Center
Sarasota, FL

Displaced Homemaker Programs
Valencia Community College
Orlando, FL

Displaced Homemaker Project
Houston Community College System
Houston, TX

Displaced Homemakers Project
Lower Columbia Community Action Program
Longview, WA

Displaced Homemakers Project
Women's Center/Nat'l Council of Negro Women
New York, NY

Displaced Homemaker Services/Univ. Ext.
Oklahoma State University
Stillwater, OK

Hannah Harrison Career School
Washington DC

Homemaker Entry Program
YWCA Women's Center
High Point, NC

Job Advisory
Chatham College
Pittsburgh, PA

Metropolitan Center for Displaced Homemakers
Working Opportunities for Women
Minneapolis, MN

Mi Casa Resource Center for Women
Denver, CO

New Alternatives
Seat Pleasant, MD

New Directions for Women Project
The Grail
Loveland, OH

New Mexico Commission on the Status of Women
Albuquerque, NM

Non-Traditional Job Opportunity Program
Lower Columbia Community College
Longview, WA

People Employable - CETA Project
University of Missouri at Kansas City-Truman
Independence, MO

Project New Start/Displaced Homemaker Center
Chicago City-Wide College
Chicago, IL

Upper Valley Joint Vocational School
Piqua, OH

Virginia Neal Blue Womans' Resource Center
Montrose, CO

Waukesha County Technical Institute
Pewaukee, WI

Widows: New Beginnings
Asnuntuck Community College
Enfield, CT

Women's Program
Lower Columbia Community College
Longview, WA

YWCA Employment Program for Mature Women
South Orange County YWCA
Santa Ana, CA

WHAT IS A "DISPLACED HOMEMAKER?"

A Displaced Homemaker. . .

- is usually over 35, very often over 50
- was dependent on income of a spouse, but has lost that support through death, disability, divorce, separation, or desertion
- or used to receive public assistance through Social Security or Aid to Families with Dependent Children, but is no longer eligible
- has developed many skills over the years—skills that don't seem to correspond to the needs of the labor market
- needs economic independence and must seek employment.

Displaced homemakers come from every ethnic group, every economic class, every geographic region. They can be high school dropouts or Ph.D's.

Of more than four million displaced homemakers in the U.S. today, almost all are women. Their self confidence has often been eroded by the double barriers of age and sex discrimination—encountered when they try to make the transition from home to work.

SECOND LOOK is designed to raise public awareness about the problems and needs of displaced homemakers, and to help vocational educators and employers learn more about what they can do to help.

SECOND LOOK MEANS BUSINESS ABOUT TRAINING AND EMPLOYMENT.

SECOND LOOK

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

SECOND LOOK

HELPING DISPLACED HOMEMAKERS MOVE FROM HOUSEWORK TO PAID WORK THROUGH VOCATIONAL TRAINING

SECOND LOOK MEANS BUSINESS!

116

WHAT IS SECOND LOOK?

SECOND LOOK is a two-year project funded in October, 1979 by the U.S. Office of Education, Bureau of Occupational and Adult Education, Division of Research and Demonstration.

Education Development Center, in collaboration with Wellesley College Center for Research on Women and the American Vocational Association, will

- focus public awareness on the training and employment needs of the displaced homemaker
- stimulate the development of services to help displaced homemakers achieve economic independence.

SECOND LOOK WILL:

- develop a **Resource Guide for Vocational Educators and Planners** and a **Manual for Vocational Counselors**. . . suggesting ways to help displaced homemakers in need of training and jobs.
- convene **Regional Meetings of Vocational Educators** and a **National Conference of Service Groups and Women's Organizations**. . . bringing together leaders from education and training, business and industry, unions, women's groups, and community agencies to share resources and strengthen programs.
- produce **TV Public Service Spots** . . . encouraging employers to hire and train displaced homemakers.
- produce **TV Public Service Spots in English and Spanish** and a **Leaflet**. . . informing displaced homemakers about opportunities available in training and employment.

VOCATIONAL EDUCATORS:

TAKE A SECOND LOOK AT WHAT YOU CAN OFFER DISPLACED HOMEMAKERS.

In the years ahead, more and more displaced homemakers will turn to vocational education as an avenue to employment. They'll need your help to explore realistic alternatives and get the training they need.

Think about ways to improve the programs you already have, and consider new services you'd like to see developed and funded.

EMPLOYERS:

DISPLACED HOMEMAKERS ARE WORTH A SECOND LOOK.

You need workers. Displaced homemakers need work.

They represent an important source of labor—one that is often ignored and traditionally undervalued.

Many employers still cling to the myths and stereotypes that make it hard for displaced homemakers to get good jobs. SECOND LOOK wants to set the record straight.

Displaced homemakers have qualities you're looking for in job applicants: they're industrious, mature, reliable. Many have skills you can use right now. Others need training and are eager to learn. Think about hiring a displaced homemaker the next time you have a job opening.

FOR MORE INFORMATION ABOUT SECOND LOOK:

SECOND LOOK
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100

For more information about activities in your area:

Displaced Homemaker Network, Inc.
755 8th Street, N.W.
Washington, D. C. 20001
(202) 347-0522

117

Second Look is a two-year project funded by the U.S. Department of Education, Office of Vocational and Adult Education.

Its goal is to stimulate the development of services to help displaced homemakers obtain good jobs in promising occupations.

1980

For further information, contact:

Second Look
Education Development Center
55 Chapel Street
Newton, MA 02160

Publications for sale by:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

edc

SECOND LOOK

Education Development Center
55 Chapel Street
Newton, MA 02160

RESOURCE GUIDE
For Vocational Educators and Planners

VOCATIONAL COUNSELING FOR DISPLACED HOMEMAKERS
A Manual

Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training

NEW PUBLICATIONS TO SERVE A NEW POPULATION

Presenting innovative ideas from across the country to:

- introduce you to the special needs, strengths, and problems of displaced homemakers
- help you assess your current programs and activities
- suggest approaches and methods that can make your work with displaced homemakers more effective

Displaced Homemakers . . .

are generally over 35, often over 50, almost always women

lack income due to the death, disability, desertion, divorce or separation of a spouse on whom they have previously been dependent . . . or, are no longer eligible for public assistance because their children are grown

lack job skills or work experience that will enable them to readily enter the labor market

must seek employment to become economically inuependent

RESOURCE GUIDE for Vocational Educators and Planners

A collection of resources, contacts, action suggestions, and program examples relating to:

- labor market research
- outreach
- admissions
- career exploration
- training
- supportive services
- funding
- evaluation
- community linkages

Plus: Program Listings by State

*Use the **RESOURCE GUIDE** to set new program standards.*

GPO stock #065-000-00010-5 $ 2.25

VOCATIONAL COUNSELING FOR DISPLACED HOMEMAKERS, A Manual

Highlights the requirements of the workworld and what counselors can do to help displaced homemakers get there. Ideas, techniques and examples illustrate ways to:

- obtain and interpret labor market information
- help displaced homemakers assess, explore, and develop skills
- help displaced homemakers resolve personal and practical problems
- locate and develop jobs

Plus: Program Listings by State

*Use the **MANUAL** to strengthen vocational counseling efforts.*

GPO stock #065-000-00020-2 $ 2.25

edc education development center

SECOND LOOK, Displaced Homemakers Project

SECOND LOOK is a project to help displaced homemakers through vocational education -- our brochure is enclosed. We will be bringing information about the project to leaders in business and industry, unions, education and training, and community-based organizations across the country.

If you can help us "spread the word" through newsletters, publications, meetings, or networks, please let us know, and we will discuss next steps.

Thank you.

Vivian Guilfoy
Project Director

55 CHAPEL STREET
NEWTON, MASSACHUSETTS 02160
TELEPHONE 617 969-7100

edc education development center

Dear Colleague:

We are pleased to present this publication from Project Second Look. We hope you will find it useful and share it with others who work with and for displaced homemakers in education and training, business and industry, unions, and community-based organizations.

Additional copies of our publications may be obtained directly from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Ask for:

Resource Guide for Vocational Educators and Planners
GPO Stock #065-000-00010-5 - $2.25/each

Vocational Counseling for Displaced Homemakers, A Manual
GPO Stock #065-000-00020-2 - $2.25/each

We encourage you to use the enclosed material to help "spread the word" in your area. Also, at your request, we would be pleased to prepare a special article for your newsletter or other publication.

If you disseminate information about our project or products, could you please send us a copy of the notice? Thank you for your cooperation, and let us know about your efforts on behalf of displaced homemakers.

Sincerely,

Vivian Guilfoy

Vivian Guilfoy
Project Director
SECOND LOOK

55 CHAPEL STREET
NEWTON, MASSACHUSETTS 02160
TELEPHONE 617 969-7100

AMERICAN VOCATIONAL ASSOCIATION

August 7, 1980

Jo Ann B. Deal
President
Louisiana Vocational Association
P.O. Box 546
West Monroe, LA 71291

Dear Ms. Deal:

Your assistance is needed in the selection of three to five people in your state organization to participate at a regional meeting. AVA is currently planning a series of five meetings, nationwide, that will focus on improving vocational education opportunities for displaced homemakers.

As a result of federal and state legislation and the efforts of various advocacy groups, there has been a significant concern expressed for the need to provide displaced homemakers with appropriate vocational training.

Displaced homemakers are frequently unprepared to overcome the barriers of entering the labor force without marketable skills. Vocational Education must help these individuals to identify training possibilities that could maximize their chances in the labor market. Training programs need to be developed to prepare displaced homemakers for positions in those fields which offer greater opportunities for better pay and upward mobility.

AVA is responding to this issue. Under a subcontract with the Education Development Center (EDC) in Newton, MA, we will conduct these meetings throughout the country for vocational educators. The meetings will have the following objectives:

o To increase participants' knowledge of recent developments and emerging policies/issues affecting vocational education programs that serve displaced homemakers.

o To increase vocational educator's awareness of their role/responsibilities in addressing these issues.

o To provide resource materials and information essential for implementing effective programs for the displaced homemaker.

Each meeting, two days in length, will emphasize extensive participant interaction and exchange of ideas.

AVA would like you to nominate five people to attend. The nominees should be representative of:

2020 NORTH 14TH STREET ☐ ARLINGTON, VIRGINIA 22201 ☐ PHONE (703) 522-6121

- key state and local supervisors and directors of vocational education programs in the areas such as Consumer and Homemaking, T&I, etc.
- key state and local directors of guidance and counseling
- sex equity coordinators
- vocational education teachers
- community college department heads of vocational education

The regional meeting for your state will be held on October 21-22, 1980 in Denver, Colorado.

AVA headquarters staff and the regional chairpersons will select, from nomination lists received, three to five people from your state to attend. Travel and per diem expenses for the three participants will be provided.

As a result of this intensive two-day program, the participants will be equipped with a good understanding of the needs of displaced homemakers, a working knowledge of existing resources and programs, and useful strategies to implement displaced homemakers programs at the local and the state levels. However, we need your support to make it a successful activity.

I would appreciate it if you would consider our request and nominate the people who would be interested in attending the Denver meeting. The names, including position titles, addresses, and telephone numbers should be forwarded to Ms. Lorene Ulrich at AVA headquarters. Once a final list of participants from each state is determined, Ms. Ulrich will contact these people concerning the details of the meeting.

We look forward to your participation in this most worthwhile and promising effort.

Sincerely,

Gene Bottoms

Gene Bottoms
Executive Director

AMERICAN VOCATIONAL ASSOCIATION

September 24, 1980

Dr. Rosalie Bivin
Section Chief
Home Economics and Consumer Education
Division of Vocational Education
State Department of Education
Post Office Box 44064
Baton Rouge, LA 70804

Dear Dr. Bivin:

We are pleased to be able to invite you, as a result of the nomination of your name by your State Director of Vocational Education, to a regional meeting on program services for Displaced Homemakers. This meeting, one of five to be held nationwide throughout the fall, is being organized by AVA as a subcontract activity under a federal project sponsored by the Education Department. The project, entitled SECOND LOOK, is being conducted by the Education Development Center (EDC) in Newton, Massachusetts. A brochure about the project is enclosed.

The first meeting, including representatives from Regions VI and VIII, will be held in Denver, Colorado on October 21 and 22 at the Stouffer's Denver Inn (3203 Quebec Street). The project will pay for your travel and per diem expenses ($50 per day). A block of rooms has been reserved at the hotel for the nights of October 20 and 21. We request that you make your own travel and lodging plans. The phone number of the Stouffer's Denver Inn is 303/321-8068. Please indicate that you are part of the AVA meeting group.

The meeting will begin at 8:30 on Tuesday (10/21) morning and will end mid-afternoon on Wednesday (10/22). Luncheons will be served both days, and you will have your evening free. We will work primarily in small-group discussion sessions in which all participants will be urged to share their experiences, resources, and ideas. Please feel free to bring along any materials which might be helpful. Our major goal is to assist vocational educators in the planning and implementation of programs for displaced homemakers.

We are excited about this project and hopeful that these five regional meetings will provide the stimulous and substance for effective service delivery to this growing, special population. Your participation will be most valuable, and we look forward to working with you.

If you have any questions, or if you will be unable to attend, please contact Lorene Ulrich here at AVA as soon as possible.

In advance, we thank you for your time and expertise. See you in Denver!

Sincerely,

Gene Bottoms
Executive Director

2020 NORTH 14TH STREET • ARLINGTON, VIRGINIA 22201 • (703) 522-2214

DISPLACED HOMEMAKERS PROJECT

Nashville Regional Meeting
Participants

Alabama

Mrs. Mary Wilson
Instructor BOE
Robertsdale AVC
P. O. Drawer 3659
Robertsdale, Alabama

Dr. Nan Burgess
Teacher Educator
Auburn University
5032 Haley Center
Auburn, Alabama 36830

Ms. Barbara Posner
Coop-Coordinator
Occupational Home Economics
Woodlawn High School
5620 1st Avenue, North
Birmingham, Alabama 35212

Delaware

Mrs. Carol Mayhew
State Supervisor
Sex Equity/Vocational Programs
Department of Public Instruction
P. O. Box 1042
The Townsend Building
Dover, DE 19901

Mrs. Theresa del Tufo
State Coordinator
Delaware Displaced Homemakers Center
James Williams Service Center
805 River Road
Dover, DE 19901

Dr. Hester Stewart
Teacher-Educator
College of Human Resources
University of Delaware
Newark, DE 19711

District of Columbia

Mr. Francis K. Powell, Jr.
President, DCVA
1305 Valley Drive
Hyattsville, MD 20782

Mrs. Eunice Jones
Director, Sex Equity Program
DC Public Schools
1806 Mason Hill Drive
Alexandria, VA 22307

Mrs. Bessie D. Etheridge
Director
Program Development
Supervision Branch
Presidential Building
415 12th Street, NW
Washington, D.C. 20004

Florida

Mr. Miles Bacon
Director, Vocational-Technical Ed.
Palm Beach County School Board
3323 Belvedere Road
West Palm Beach, FL 33402

Mrs. Marie Willis
Guidance Counselor
Lake County Area Vocational-Technical Center
2001 Kurt Street
Eustis, FL 32726

Dr. Leon A. Sims
Assistant Director
Division of Vocational Education
Knott Building
Tallahassee, FL 32301

Georgia

Ms. Constance Heeb
Columbus Area Vo-Tech
928 45th Street
Columbus, GA 31401

Mrs. Loydia Webber
Georgia Department of Education
Room 237
State Office Building
Atlanta, GA 30334

Ms. Frances King
Georgia Department of Education
Room 320
State Office Building
Atlanta, GA 30334

Kentucky

Ms. Marilyn Fentress
Statewide Coordinator
for Community College Projects
208 Breckinridge Hall
University of Kentucky
Lexington, KY 40502

Ms. Lana Hawkins
Coordinator
Adult Education
Jefferson County Board of Education
3442 Preston Highway
Louisville, KY 40213

Dr. Bill Chandler
Director
Adult & Vocational Programs
Owensboro Board of Education
P. O. Box 746
Owensboro, KY 42301

Maryland

Dr. Robert Laird
Branch Chief
Vocational-Technical Division
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Ms. Mary Swanson
State Specialist in Consumer
and Homemaking Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dr. Hanna Williams
Chairperson
Department of Home Economics
Morgan State University
P. O. Box 438
Baltimore, MD 21239

Mississippi

Mr. Bob Mullins
Assistant Director
Hinds Junior College
P. O. Box 374
Raymond, MS 39154

Ms. Judy McLarty
Program Officer for Sex Equity
State Department of Education
P. O. Box 771
Jackson, MS 39205

Mr. Bill Lowry
Coordinator
Displaced Homemakers Program
Ittawamba Junior College
Tupelo Campus
Tupelo, MS 38801

North Carolina

Dr. David Ramp
Education Program Specialist
Industrial Training
NC State Department of
Community Colleges
116 W. Edenton Street
Raleigh, NC 27611

Dr. Edward Duffy
Director of Resource Development
Guilford Technical Institute
P. O. Box 309
Jamestown, NC 27282

Ms. Miriam Dorsey
Director
NC Council on the Status of Women
Merrimon-Wynne House
526 N. Wilmington Street
Raleigh, NC 27611

South Carolina

Ms. Patricia Roddy
Home Economics Education
117½ North Main Street
Anderson, SC 29621

Dr. William E. West
Past Vice President
AVA Region II
Professor of Industrial Education
106 Freeman Hall
Clemson University
Clemson, SC 29631

Dr. Annie Winstead
Consultant
Sex Equity
912-C Rutledge Building
Columbia, SC 29201

Tennessee

Ms. Imogene Howell
Division Consultant
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Mr. Louis Catignani
Davidson County Schools
Metropolitan Board of Education
2601 Bransford Avenue
Nashville, TN 37204

Mr. Paul Bean
Director Vocational Education
Knoxville City Schools
101 E. Fifth Avenue
Knoxville, TN 37917

Virginia

Mrs. Katherine Manley
Research Associate
Division of Vocational-Technical Education
Virginia Polytechnical Institute
310 Lane Hall
Blacksburg, VA 24061

Mrs. Tamara Bowyers
Home Economics Education
Virginia Beach Public Schools
P. O. Box 6038
Virginia Beach, VA 23456

Mrs. Jean Goad
Assistant State Supervisor
Home Economics Education
Department of Education
P. O. Box 5522
Roanoke, VA 24012

West Virginia

Ms. Sandra Lutz
Home Economics Teacher
Bridgeport High School
515 Johnson Avenue
Bridgeport. W.Va. 26330

Mr. Dennis E. Davis
Assistant Superintendent for Vocational Education
Kanawha County Schools
200 Elizabeth Street
Charleston, W.Va. 25311

Mr. John E. Cook
Assistant Director, Secondary and Special Programs
State Department of Education
Building 6, Room B-230
Charleston, W.Va. 25305

DISPLACED HOMEMAKERS PROJECT

Boston Regional Meeting
Participants

Connecticut

Charles Salerno
Adult Education & Special Programs
Div. of Vocational Technical Schools
State Department of Education
Box 2219
Hartford, CT 06115

Waldemar Kostrzewa
Board of Community Colleges
1280 Asylum Avenue
Hartford, CT 06115

Roberta Leonard
Bureau of Youth Employment & Training Services
State Department of Education
Box 2219
Hartford, CT 06115

Maine

Janis M. Cross, Consultant
Consumer & Homemaking Education
Bureau of Vocational Education
Dept. of Education & Cultural Services
Education Building, Station #23
Augusta, ME 04333

Jeanne Mason, Consultant
Central Maine Power
8 Walter Street
Waterville, ME 04901

Richard H. Lee, Jr.
Department Head
Graphic Arts
Central Maine Voc-Tech Institute
1250 Turner Street
Auburn, ME 04210

Massachusetts

Mr. John DiRienzo
Coordinator of Industry-Education-Labor
Department of Education
31 St. James Avenue
Boston, MA 02116

Ms. Susan Dinga
Bureau of Program Services
Department of Education
31 St. James Avenue
Boston, MA 02116

Dr. Anthony Cipriano
Director
Bureau of Postsecondary Occ-Tech Education
Department of Education
31 St. James Avenue
Boston, MA 02116

New Hampshire

Dr. Jerry Thomas
Professor of Voc. Education
Keene State College
Keene, NH

Arthur Ellum
Director of Professional Development
Division of Voc-Tech Education
105 Loudan Road
Concord, NH 03301

Ann Bliss
Counselor
Franklin Pierce Family & Housing Law Clinic
94 Washington Street
Concord, NH 03301

New Jersey

Rosemary M. Harzmann, Director
Home Ec & Consumer Education
Division of Voc Ed & Career Prep
Department of Education
225 West State Street
P. O. Box 2019
Trenton, NJ 08625

Ms. Donna Cubit-Swoyer
Director, Guidance and Counseling
Department of Education
225 West State Street
P. O. Box 2019
Trenton, NJ 08625

Ms. Katherine T. Marc
Assistant Director
General Adult and Community Educ.
Department of Education
225 West State Street
P. O. Box 2019
Trenton, NJ 08625

New York

Laverna Padale
Displaced Homemaker Research Study
Research Foundation of SUNY
1400 Washington Avenue
Albany, NY 12230

Sylvia Connolly
Onondaga-Madison BOCES
Adult and Continuing Education Director
6820 Thompson Road
Syracuse, NY 13211

Mary Ann Etu
Supervisor
Sex Equity Coordinator
Occ Ed Special Programs
Room 1610, Twin Towers
99 Washington Avenue
Albany, NY 12230

Rhode Island

Patricia Parish
Project Trainer
In-Service Training Project
Industrial Education Dept.
Rhode Island College
Providence, RI 02908

Marilyn Eisenberg, Counselor
Woonsocket Skill Center
400 Aylsworth Avenue
Woonsocket, RI 03895

Frank Pontarelli, Coordinator
RI Department of Education
22 Hayes Street
Providence, RI 02908

Vermont

Mr. Edward Allen, Director
Addison County Vocational Center
Middlebury, VT 05753

Mr. Spencer Whitney, Director
Barre Regional Vocational Center
Ayers Street
Barre, VT 05641

Mr. Robert Quinlan
Consultant
Adult Services Division
Department of Education
Montpelier, VT 05602

Virgin Islands

Mr. Aubrey Roebuck
State Director
Voc-Tech Education
P. O. Box 3914
St. Thomas, VI 00801

Mrs. Dixie Lee Gillies
State Supervisor
Home Economics Education
P. O. Box 3914
St. Thomas, VI 00801

Mr. Kennoth L. Reovan
Coordinator
Raphael O. Wheatley Skill Center
P. O. Box 9618
St. Thomas, VI 00801

Selected Others

Dr. Paula Robbins
Associate Director of
Graduate Studies
Fitchburg State College
Fitchburg, MA 01420

Ms. Ramona Martinez
Manager, Professional Development
GE
Mail Drop 274 AB
1000 Western Avenue
Lynn, MA 01910

Brenda Kaulback
Senior Planner
Employment & Training
55 Elizabeth Street
Hartford, CT 06105

DISPLACED HOMEMAKERS PROJECT

Boston Regional Meeting
Group Facilitators

Mr. John DiRienzo
Coordinator of Industry-Education-Labor
Department of Education
31 St. James Avenue
Boston, MA 02116

Ms. Pat Wallace
Second Wind
YWCA
105 Hartford Street
Natick, MA 01760

Ms. Ann Petter
Department of Manpower Development
Charles F. Harley Building
4th Floor
Boston, MA 03114

Ms. Florence Leone
Volunteer Bureau of Bergen County
Region II Rep
Displaced Homemakers Network
389 Main Street
Haclensack, NJ 07601

Ms. Carol Akin
State Department of Education
Bureau of Vocational Program Planning
and Development
Box 2219
Hartford, CT 06115

Ms. Ruth Jacobs
Wellesley College
Wellesley Center for Women's Studies
828 Washington Street
Wellesley, MA 02181

Ms. Vivian Guilfoy
EDC
55 Chapel Street
Newton, MA 02160

Ms. Elaine Roberts
Coordinator
Displaced Homemakers Center
150 Washington Street
Providence, RI 02903

Ms. Gloria Bernheim
Field Specialist
Displaced Homemakers Network
Boston YWCA
140 Clarendon Street
Boston, MA 02116

Ms. Ruthie Bush Mathews
YWCA of the Hartford Region
135 Broad Street
Hartford, CT 06105

DISPLACED HOMEMAKERS PROJECT

Denver Regional Meeting
Participants

Arkansas

Linda Beene
Vocational Equity Coordinator
State Education Building West
Capitol Grounds
Little Rock, AR 72201

Lonnie McNatt
Director
White River Vocational-Technical School
P. O. Box 737
Newport, AR 72112

Ms. Janice Grisham
Manage, Sex Equity Programs
State Education Building West
Capitol Grounds
Little Rock, AR 72201

Colorado

Maurice Ransom
Associate Dean
Occupational Studies
Pikes Peak Community College
5675 South Academy Boulevard
Colorado Springs, CO 80906

Ms. Joyce Godwin
Coordinator Women's Issues
Department of Labor
770 Grant, Suite 222
Denver, CO 80203

Jeanette Podunovich
Local Coordinator Displaced Homemaker Project
Colorado Mountain College
Alpine Campus
P. O. Box 9010
Steamboat Springs, CO 80477

Louisiana

Jan Ortego
Supervisor, Displaced Homemakers
Division of Vocational Education
State Department of Education
P. O. Box 44064
Baton Rouge, LA 70804

Rosalie Bivin
Section Chief
Home Economics and Consumer Education
Division of Vocational Education
State Department of Education
P. O. Box 44064
Baton Rouge, LA 70804

Doris Bentley
Department Head
Business and Office Occupations
University of Southwestern Louisiana
USL Station
Lafayette, LA 70504

Montana

Carolyn Miller
Helena Vo-Tech Center
1115 Roberts
Helena, MT 59601

Sally Moore
Office of Public Instruction
Capitol, Room 106
Helena, MT 59601

Loran Frazier
Great Falls Vo-Tech Center
2100 16th Avenue South
Great Falls, MT 59405

New Mexico

Billy D. Pickal
13105 Candelaria NE - Apt. A
Albuquerque, NM 87112

Marla Wonn
Commission on Status of Women
Plaza Del Sol Building
Suite 811
600 2nd Street, NW
Albuquerque, NM 87102

Muriel Kirschmeir
Albuquerque Technical Vocational Institute
525 Buena Vista SE
Albuquerque, NM 87106

North Dakota

Norbert Mayer
Assistant State Director,
Program Planning & Evaluation
ND State Board for Vocational Education
900 East Boulevard Avenue
Bismarck, ND 58505

Mr. Roger Skallerud
Career Education Coordinator
ND State Board for Vocational Education
900 East Boulevard Avenue
Bismarck, ND 58505

Cheryl Youngs
Lecturer, Department of Education
North Dakota State University
Fargo, ND 58102

Oklahoma

Fern Green
Coordinator of Planning & Development
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074

Kay Scruggs
Coordinator
Displaced Homemaker Programs
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074

Frank Coulter
Superintendent
Moore-Norman Area Vocational-Technical School
4701 N. W. 12
Norman, OK 73069

South Dakota

Ann Taylor
Vocational Instructor
Western Dakota Voc-Tech Institute
Box 120
Sturgis, SD 57785

Ella Stotz
Supervisor
Equality in Vocational Education
Division of Vocational Education
Kneip Building
Pierre, SD 57501

Delores McDonald
Counselor
Southeast Area Voc-Tech School
701 S Western
Sioux Falls, SD 57104

Texas

Mary Lou Davis, President
Texas Vocational Guidance Association
202 Caladium
San Antonio, TX 78213

Betty Penney
Teacher Coordinator HECE
Vocational Homemaking Teachers Association of Texas
Robinson High School
500 W. Lyndale
Robinson, TX 76706

Patsy Flowers
Chairperson
Homemaking Department
Houston Community College
11226 Bandlon
Houston, TX 77072

Utah

Maurine Humphris
Specialist, Consumer Home Economics and Displaced Homemakers
Utah State Department of Education
250 E. 5th South
Salt Lake City, UT 84111

Utah (cont.)

Verlaine Zito
Supervisor - Industrial Programs
Utah Technical College of Salt Lake City
4600 S. Redwood Road
Salt Lake City, UT 84107

Anita Brandford
Utah Technical College in Provo
1395 N. 150th East
Provo, UT 84601

Wyoming

Connie Neunaber
Coordinator for Displaced Homemakers Programs
Western Wyoming Community College
Rock Springs, WY 82901

June Winkle
Home Economics Instructor
Casper College
Casper, WY 82601

Richard W. Rowles
Coordinator, State Occupational Postsecondary/Adult
Hathaway Building
Cheyenne, WY 82002

Selected Others

Trudy Willey
c/o Elizabeth Stone Resource Center
228 E. Mountain
Fort Collins, CO 80521

Jean DeWitt
910 S. Harrison
Denver, CO 80209

Alice Brito
70 Inca Street
Denver, CO 80223

Jeannette Dran
State Board for Community Colleges & Occupational Education
1313 Sherman Street
Denver, CO 80203

Robert Ore
Executive Director
Colorado Department of Labor
Denver, CO

James Wilson
Director
Occupational Education
Denver, CO

Elaine Courtney
Chairperson - Network on Women's Resource Center
228 East Mountain
Ft. Collins, CO 80521

Pat Fox
DH Coordinator
North Eastern Junior College
Sterling, CO

Marlene Hutchins
Coordinator - Virginia Neal Blue Resource Center
1025½ Main Avenue
Durango, CO 81301

Dora Voh Vihl
Emily Griffith Opportunity School
1250 Welton Street
Denver, CO 80204

DISPLACED HOMEMAKER'S PROJECT

Denver Regional Meeting
Group Facilitators

Linda Beene
Vocational Equity Coordinator
State Education Building
Capitol Grounds
Little Rock, AR 72201

Maurice Ransom
Associate Dean
Occupational Studies
Pikes Peak Community College
5675 South Academy Boulevard
Colorado Springs, CO 80906

Sharon Leventhal
Director
Colorado Center for Women and Work
P. O. Box 18061
Denver, CO 80218

Verlaine Zito
Supervisor - Industrial Programs
Utah Technical College of Salt Lake
4600 S. Redwood Road
Salt Lake City, UT 84107

Jan Womak
Director
Displaced Homemakers Center
Moore-Norman Area Voc Tech School
4701 NW 12th Street
Norman, OK

Priscilla Scanlon
Field Specialist
c/o Crawley's Ridge Development Center
P. O. Box 1497
Jonesboro, AR

Jan Ortego
Supervisor, Displaced Homemakers
Division of Vocational Education
State Department of Education
P. O. Box 44064
Baton Rouge, LA 70804

La Donna Elhardt
Home Economics Education Department
Magic City Campus
Minot Public Schools
Minot, ND 58701

Ruth Jacobs
Wellesly College Center for Research on Women
75 Highledge
Wellesly, MA

Vivian Guilfoy
EDC
55 Chapel Street
Newton, MA

DISPLACED HOMEMAKERS PROJECT

Portland, Oregon Meeting
Participants

American Samoa

Diana Pilatati
P. O. Box 1022
Pago Pago, 96799

Dr. Glenn Larsen
Assistant Dean for Vocational Education
American Samoa Community College
Pago Pago, 96799

Tito Malae
State Board Member
Vocational Education
P. O. Box 3492
Pago Pago, 96799

Arizona

Beverly Joder
Skill Center Teacher and
President, ASVA
Maricopa County Skill Center
1148 East Wood Street
Phoenix, 85040

Mr. Dean Frey
Community College Department Head
Rio Salado Community College
102 North 40th Street
Phoenix, 85034

Ms. Debbie Dillon
1535 West Jefferson
Phoenix, 85007

California

Ms. Mary DeNure
Consultant
Chancellor's Office
California Community Colleges
1238 S. Street
Sacramento, 95814

Ms. M. Catherine Walsh
Program Manager
Home Economics Education
State Department of Education
721 Capitol Mall
4th Floor
Sacramento, 95814

Ms. Maria Reza
Supervisor, Home Economics
Division of Career and Continuing
Education
Los Angeles Unified School District
P. O. Box 3307
Terminal Annex
Los Angeles, 90051

Hawaii

Ms. Kathleen Damon
Instructor, Interdisciplinary Studies
Windward Community College
45-720 Kaahala Road
Kaneohe, HI 96744

Ms. Barbara White
Coordintor of Sex Equity
Office of the State Director for
Vocational Education
2327 Dole Street
Honolulu, 96822

Dr. Larry Wakui
Acting Coordinator for Educational
Services
Office of the Chancellor for
Community Colleges
2327 Dole Street
Honolulu, 96822

Idaho

Norma Dobler
State Senator
1401 Alpowa
Moscow, 83843

Ms. C. Janet Latham
State Supervisor
Home Economics Education
State Division of Vocational Education
650 W. State Street
Boise, 83720

Rita Laron
Coordinator
College of Southern Idaho
Vocational Technical School
Twin Falls, 83301

Nevada

Ms. Fern Latino
Director of Displaced Homemakers Center
Clark County Community College
3200 E. Cheyenne
Las Vegas, 89030

Ms. Jean Ford
Nevada State Senator
3511 Pueblo Way
Las Vegas, 89109

Ms. Karen Dowell
Consultant, Equity
400 W. King
Carson City, 89710

Oregon

Ms. Joan Siebert, Specialist
Vocational Education Equal Opportunity
Oregon Department of Education
1700 Pringle Parkway, SE
Salem, 97310

Mr. Marvin Clemons
Regional Coordinator
1200 Highway 99 North
Eugene, 97402

Mrs. Illa Alwood,
Business and Office Education
Linn-Benton Community College
6500 SE Pacific Boulevard
Albany, 97321

Washington

Ms. Laura Edwards
Wenatchee Valley College North
P. O. Box 2058
Omak, 98841

Mr. Ted Nasumoto
Branch Chief
Employment Security Department
212 Maple Park
Olympia, 98504

Ms. Judy Bostain
Project Manager
Displaced Homemakers Center
W. 3410 Ft. George Wright Drive
Spokan, 99204

Selected Others

Ms. Carolyn Hunter
Northwest Regional Laboratory
710 SW 2nd Avenue
Portland, OR 97209

Ms. Joan Campf
Portland Community College
12000 SW 49th
Portland, OR 97209

Ms. Mary Margaret
Portland Community College
12000 SW 49th
Portland, OR 97219

Ms. Jana King
Mt. Hood Community College
Maywood Campus
10100 NE Prescott
Portland, OR 97220

Mr. Jack Schatz
CAEL Project
P. O. Box 1491
Portland, OR 97207

Ms. Linda Vladimiroff
Portland Community College
Cascade Center
12000 SE 49th
Portland, OR 97219

Ms. Debbie Dillon
Specialist, Sex Stereotyping
State Department of Education
Vocational Education Division
1535 West Jefferson Street
Phoenix, AZ 85007

Nona Verloo
Consultant, Vocational Education
State Department of Education
721 Capital Mall, 4th Floor
Sacramento, CA 95814

Susan Pilkington
921 NE Hood
Gresham, OR

Selected Others cont.

Ms. Ann Gates
6373 NE Cleveland
Portland, OR 97211

Ms. Beverly Postalwaite
Special Assistant
Commission for Vocational Education
State of Washington
Olympia, WA 98504

Ms. Jane Greene
Confidence Clinic
19241 S Beavercreek Road
Oregon City, OR 97045

Ms. Blair Armstrong
412 E. Jefferson
Burns, OR 97720

Dr. Sheryl Denbo
1437 Rhode Island Avenue, NW
Apartment #209
Washington, D.C.

Dr. Roni D. Posner
Director of Planning & Development
American Vocational Association
2020 N. 14th Street
Arlington, VA 22201

Ms. Ruth Jacobs
75 Highledge Avenue
Wellesley, MA 02180

Ms. Vivian Guilfoy
EDC
55 Chapel Street
Newton, MA

Ms. Carol Hendrix
Coordinator Women in Transition
Chemeketa Community College
P. O. Box 14007
Salem, OR 97309

Ms. Joy Kramer
1909 NW Knott
Portland, OR 97212

Ms. Ellen Griffi
2525 North East Gleason
Portland, OR 97232

DISPLACED HOMEMAKERS PROJECT

Wisconsin Regional Meeting
Participants

Illinois

Mrs. Betty Jo Hill
Consultant
Illinois State Board of Education
Department of Adult, Vocational & Technical Education
100 North First Street
Springfield, IL 62777

Mrs. Carol White
Coordinator
Project New Start
Displaced Homemakers Center
Chicago City-Wide College
185 North Wabash Avenue - 8th FL
Chicago, IL 60601

Ms. Susan G. Peterson
Department of Home Economics
Northern Illinois University
DeKalb, IL 60015

Indiana

Ms. Nancy Moller
State Coordinator
State Board of Vocational-Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204

Ms. Ann McDermott
Monroe County Adult Education
3901 Kinser Pike
Bloomington, IN 47401

Ms. Harriett Miller
Director
Fort Wayne Women's Bureau, Inc.
203 West Way Street
Suite 315
Fort Wayne, IN 46802

Iowa

Ms. Pat Thorell
Supervisor of Home Economics
1211 Pierce Street
Sioux City, IA 51105

Mr. Dan Kroloff
Chief
Special Needs Section
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Mr. Roger Foelske
Supervisor
Career Awareness and Exploration Services Unit
Grimes State Office Building
Des Moines, IA 50319

Kansas

Ms. Cheryl Henderson
Specialist
Guidance & Counseling
Displaced HOmemakers
120 E. 10th Street
Topeka, KS 66612

Ms. Bea Wilson
Coordinator, DH Center
Hutchinson Community College
Davis Hall
815 N. Walnut
Hutchinson, KS 67501

Ms. Sharilyn Gump Young
Educational Consultant
Communication Advocates
528 Brookhaven Drive
Wichita, KS 67230

Michigan

Mrs. Sherry Anderson
Specialist
Consumer and Home Ec Education
Vocational-Technical Education Service
P. O. Box 30009
Lansing, MI 48909

Dr. Harold PaDelford
Associate Professor
Department of Industrial Ed.
Eastern Michigan University
122 Sill Hall
Ypsilanti, MI 48197

Dr. Ethel Washington
Supervisor of Home Economics Programs
Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

Minnesota

Ms. Barbara Whitmore
Displaced Homemaker Specialist
MN Department of Education
704 Capitol Square Building
St. Paul, MN 55101

Ms. Rose Anderson
Coordinator of Continuing Ed.
Moorhead Area Vo-Tech Institute
1900 28th Avenue South
Moorhead, MN 56560

Mr. Wayne Nelson
Director
Minneapolis Technical Institute
1415 Hennepin Avenue
Minneapolis, MN 55403

Missouri

Ms. Marie Fenton
Coordinator
Project SEARCH
Central County School
Room 314
10900 Ladue Road
Creve Coeur, MO 63141

Mr. Fred Linhardt
Supervisor
Industrial Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

Ms. Kay Demaron
Supervisor
Research Coordinating Unit
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

Nebraska

Ms. Marge Hatheway
Vocational Equity Coordinator
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Mr. Darrell Dey
Vocational Coordinator & Instructor
Grand Island Senior High
2124 North Lafayette
Grand Island, NE 68801

Mr. Frank Thoendel
Associate Dean of Community Services
Nebraska Western College
1601 East 27th Street, NE
Scottsbluff, NE 69361

Ohio

Ms. Nancy Evans
Sex Equity Coordinator
Vocational Education
Ohio Department of Education
65 S. Front Street
Room 907
Columbus, OH 43215

Ms. Vicki Melvin
Displaced Homemaker Program Developer
Ohio Department of Education
65 S. Front Street
Room 412
Columbus, OH 43215

Ms. LaQuita Ingle
Local Displaced Homemaker Coordinator
118 East First Street
Dayton, OH 45402

Wisconsin

Ms. Fran Johnson
CETA Consultant
Board of Vocational, Technical & Adult Education
4802 Sheboygan Avenue
7th Floor
Madison, WI 53702

Mr. Arnold Potthast
Chief of Trade and Industrial Education
Board of Vocational, Technical & Adult Education
4802 Sheboygan Avenue
7th Floor
Madison, WI 53702

Dr. John Deady
Dean of Student Services
Board of Vocational, Technical & Adult Education
4802 Sheboygan Avenue
7th Floor
Madison, WI 53702

AVA AMERICAN VOCATIONAL ASSOCIATION

AGENDA

SECOND LOOK
Displaced Homemakers Project
(Funded by the U.S. Department of Education)

Boston Regional Meeting
Ramada Inn
September 30 - October 1, 1980

TUESDAY, SEPTEMBER 30

8:30 • Coffee

9:30-10:15 • Welcome and Opening Remarks - Chairpersons:

Gloria Bernheim
Field Specialist
Displaced Homemakers Network, Inc.

John DiRienzo
Massachusetts Department of Education
Division of Occupational Education

• Project Overview and Plans:

Vivian Guilfoy
Project Director
Education Development Center
Newton, Massachusetts

Ruth Jacobs
Wellesly College Center for Research on Women

Roni Posner
Director of Planning & Development
American Vocational Association

• Questions and Answers

10:15 • Break

10:30-12:00 • Displaced Homemakers Speak Out

"Characteristics and Needs of Displaced Homemakers"

Midge Condon
Mary Urban
Florence Lewis
Margaret McIndoe
Mary Huron

2020 NORTH 14TH STREET □ ARLINGTON, VIRGINIA 22201 □ PHONE (703) 522-6121

12:00-1:00 • Luncheon

1:00-2:15 • Theme Session #1

"Current Research Efforts and Studies" - Group Facilitators:

Gloria Bernheim

Vivian Guilfoy

Ruth Jacobs

2:15 • Break

2:30-3:45 • Theme Session #2

"Existing Organizations and Networks" - Group Facilitators:

Carol Aiken
Sex Equity Coordinator
Bureau of Vocational Program Planning
Connecticut Department of Education

Florence Leone
Displaced Homemakers Network, Inc.

Ann Petter
State Coordinator
Displaced Homemakers Programs

3:45-4:15 • Report-Back (6 groups)

WEDNESDAY, OCTOBER 1

8:30-9:15 • Coffee

• Film - "Second Chance"

Ferol Breymann
Coordinator
Displaced Homemakers & Technology
Bunker Hill Community College

9:15-10:30 • Theme Session #1

"Innovative Ideas and Approaches" - Group Facilitators:

John DiRienzo

Elaine Roberts
Displaced Homemakers Center

Pat Wallace
Coordinator, SECOND WIND
West Suburban Program Center
Boston YWCA

10:30 • Break

10:45-12:00 • Theme Session #2

"Available Resources and Materials" - Group Facilitators:

Vivian Guilfoy

Ruth Jacobs

Ruth Bush-Mathews
Displaced Homemakers Programs
Hartford YWCA

12:00-1:00 • Luncheon - Keynote Speaker:

Sandra Burton
Executive Director
Displaced Homemakers Network, Inc.

1:00-2:15 • Theme Session #3

"Strategies for Planning and Organizing" - Group Facilitators:

John DiRienzo

Florence Leone

Carol Aiken

2:15 • Break

2:30-3:00 • Report-Back

3:00-3:30 • Wrap-Up and Summary (Evaluation)

Contract Officer:

Kate Holmberg
U.S. Department of Education
Occupational, Vocational and Adult Education

AVA AMERICAN VOCATIONAL ASSOCIATION

SECOND LOOK
Displaced Homemakers Project
(Funded by the U.S. Department of Education)

Denver Regional Meeting
Stouffer's Denver Inn
October 21 - October 22, 1980

TUESDAY, OCTOBER 21

8:30 • Coffee

9:30-10:15 • Welcome and Opening Remarks - Chairpersons:

Robert Ore
Executive Director
Colorado Department of Labor

Jannice Cromwell
Supervisor,
State Board for Community
Colleges & Occup. Education

James Wilson
Director of
Occupational Education
State Board for Community
Colleges & Occup. Education

Georgetta Mitchell
Displaced Homemakers
Coordinator

• Project Overview and Plans:

Vivian Guilfoy
Project Director
Education Development Center

Ruth Jacobs
Wellesly College Center for Research on Women

Lorene B. Ulrich
Assistant Project Director
American Vocational Association

• Questions and Answers

10:15 • Break

10:30-12:00 • Displaced Homemakers Speak Out

"Characteristics and Needs of Displaced Homemakers"

Trudy Willey

Jean DeWitt

Alice Brito

Jeannette Dran

Phyllis Rossman

2020 NORTH 14TH STREET □ ARLINGTON, VIRGINIA 22201 □ PHONE (703) 522-6121

12:00-1:00 • Luncheon

1:00-2:15 • Theme Session #1

"Current Research Efforts and Studies" - Group Facilitators:

Linda Beene
Arkansas Vocational Equity
Coordinator

Vivian Guilfoy

Ruth Jacobs

2:15 • Break

2:30-3:45 • Theme Session #2

"Existing Organizations/Networks and Innovative Programs" -
Group Facilitators:

Maurice Ransom
Associate Dean
Pikes Peak Community College

Priscilla Scanlon
Field Specialist
Displaced Homemakers

Sharon Leventhal
Director, Colorado
Center for Women and Work

3:45-4:15 • Report-Back

WEDNESDAY, OCTOBER 22

8:30 • Coffee

Film -

9:15-10:30 • State Presentations of Displaced Homemaker Programs

10:30 • Break

10:45-12:00 • Theme Session #1

"Strategies for Planning and Organizing" - Group Facilitators:

Verlaine Zito
Supervisor, Industrial Programs
Utah Technical College of Salt Lake City

Jan Womak
Director, Displaced Homemakers Center

La Donna Elhardt
Home Economics Education

Ruth Jacobs

12:00-1:30 • Luncheon - Keynote Speaker:

Jan Ortego
State Supervisor
Displaced Homemakers Services

1:30-2:30 • States Caucus

2:30 • Break

2:45-3:15 • States Report Back

3:15-3:45 • Wrap-up and Summary (Evaluation)

Contract Officer:

Kate Holmberg
U.S. Department of Education
Occupational, Vocational &
Adult Education

AVA AMERICAN VOCATIONAL ASSOCIATION

SECOND LOOK
Displaced Homemakers Project
(Funded by the U.S. Department of Education)

Portland Regional Meeting
Cosmopolitan Hotel
October 23 - October 24, 1980

THURSDAY, OCTOBER 23

8:30 • Coffee

9:30-10:15 • Welcome and Opening Remarks - Chairpersons:

Joan Siebert
Specialist, Vocational Equal Education Opportunity
Oregon State Department of Education

Marilyn Miller
Director
Governors' Commission for Women

• Project Overview and Plans:

Vivian Guilfoy
Project Director
Education Development Center
Newton, Massachusetts

Ruth Jacobs
Wellesly College Center for Research on Women

Roni Posner
Director of Planning & Development
American Vocational Association

• Questions and Answers

10:15 • Break

10:30-12:00 • Displaced Homemakers Speak Out

"Characteristics and Needs of Displaced Homemakers"

Blair Armstrong

Joy Kramer

Ellen Griffi

Susan Pilkington

Ann Gates

2020 NORTH 14TH STREET ☐ ARLINGTON, VIRGINIA 22201 ☐ PHONE (703) 522-6121

12:00-1:00 • Luncheon

1:00-2:15 • Theme Session #1

"Current Research Efforts and Studies" - Group Facilitators:

Carolyn Hunter
Co-Director, Women & Minorities
Northwest Regional Laboratory, Portland

Vivian Guilfoy

Ruth Jacobs

2:15 • Break

2:30-3:45 • Theme Session #2

"Existing Organizations and Networks" - Group Facilitators:

Nona Verloo
Vocational Education Consultant
California State Department of Education

Beverly Postelwaite
Special Assistant
Commission for Vocational Education

Debbie Dillon
Specialist, Sex Stereotyping
Arizona State Department of Education

3:45-4:15 • Report-Back

FRIDAY, OCTOBER 24

8:30 • Coffee

Film -

9:15-10:30 • State Presentations of Displaced Homemaker Programs

10:30 • Break

10:45-12:00 • Theme Session #1

"Strategies for Planning and Organizing" - Group Facilitators:

Joan Campf
Program Director/Careers
Portland Community College

Debbie Dillon

Carol Hendrix
Coordinator, Women in Transition
Chemeketa Community College

12:00-1:30 • Luncheon - Keynote speaker:

Dr. Sheryl Denbo
Advisor on Women's Issues
Washington, D.C.

1:30 • States Caucus

2:30 • Break

2:45-3:15 • States Report Back

3:15-3:451 • Wrap-Up and Summary (Evaluation)

Contract Officer:

Kate Holmberg
U.S. Department of Education
Occupational, Vocational and
Adult Education

AMERICAN VOCATIONAL ASSOCIATION

SECOND LOOK
Displaced Homemakers Project
(Funded by the U.S. Department of Education)

Madison Regional Meeting
Madison Inn
November 13 - November 14, 1980

THURSDAY, NOVEMBER 13

8:30 • Coffee/Danish

9:00 - 10:15 • Welcome and Opening Remarks - Chairpersons:

Judy Jorgensen
Director - Learning Place
Pewaukee, WI

Cynthia Goldsmith
Director - Women's Project
Madison, WI

• Project Overview and Plans:

Vivian Guilfoy
Project Director
Education Development Center

Ruth Jacobs
Wellesly College Center for Research on Women

Roni Posner
Director of Planning and Development
American Vocational Association

• Questions and Answers

10:15 • Break

10:30 - 12:00 • Displaced Homemakers Speak Out

"Characteristics and Needs of Displaced Homemakers"

Lori Toft

Mildred Rubnitz

Lucille Conway

May Mitchell

Kaye Bakke

2020 NORTH 14TH STREET ☐ ARLINGTON, VIRGINIA 22201 ☐ PHONE (703) 522-6121

12:00 - 1:00 • Luncheon

1:00 - 2:15 • Theme Session #1

"Current Research Efforts and Studies" - Group Facilitators:

Ruth Fossedal
Director - Community Counseling Services
Pewaukee, WI

Vivian Guilfoy

Ruth Jacobs

2:15 • Break

2:30 - 3:45 • Theme Session #2

"Existing Organizations/Networks and Innovative Programs" - Group Facilitators:

Ruth Fossedal
Director - Community Counseling Services
Pewaukee, WI

Rita Davis
Director
Illinois Network for Displaced Homemakers

Marilyn Marshall
Director of Displaced Homemaker Programs
Marquette, MI

3:45 - 4:15 • Report-Back

FRIDAY, NOVEMBER 14

8:30 • Coffee/Danish

Film

9:15 - 10:30 • Theme Session #1

"Strategies for Planning and Organizing" - Group Facilitators:

Donna Boben
Minnesota Sex Equity Coordinator

Rita Davis

Judy Jorgensen

10:30 • Break

10:45 - 12:00 • State Caucus

12:00 - 1:30 • Luncheon - Keynote Speaker:

Carol Eliason
American Association of Community
and Junior Colleges

1:30 - 2:30 • States Report Back

2:30 - 3:00 • Wrap-up and Summary (Evaluation)

Contract Officer:

Kate Holmberg
U.S. Department of Education
Occupational, Vocational &
Adult Education

Wellesley College Center for Research on Women

Wellesley College
828 Washington Street
Wellesley, Massachusetts 02181
Telephone: (617) 235-6360, 235-0320
Cable: WELLRESCTR

In cooperation with
The Higher Education Resource Services and
The Federation of Organizations
for Professional Women

We invite you to participate in the National Meeting on Displaced Homemakers to be convened by the Wellesley College Center for Research on Women at Wellesley College on April 2-4, 1981. This meeting is being funded by the Office of Vocational and Adult Education of the United States Department of Education as a major activity of Education Development Center's Project Second Look, described in the enclosed brochure. We consider your participation essential as your organization is an important force .

The Displaced Homemaker Meeting will be structured so as to facilitate the exchange of ideas among participants. The program is enclosed so you may see the list of speakers.

This meeting is a working session for key people who can help displaced homemakers. The urgent problems of millions of women who at later ages must enter the labor force require the mobilization of national organizations to develop strategies, pool resources, strengthen existing programs and develop new services. Shared at the meeting will be findings and products of two years of Second Look, including ideas developed in the project's five recent regional meetings of vocational educators and planners.

Participants will receive Second Look's Manual for Vocational Counselors and Resource Guide. The diverse experience and varied expertise of meeting participants should assure exchange of knowledge and strategies and the development of a network for future cooperation.

The meeting will start with dinner Thursday, April 2 followed by a program featuring displaced homemakers and service providers narrating personal experiences. Sessions will conclude at four Saturday April 4. We would appreciate participant committment for the entire meeting as the program is cumulative. If you should be unable to attend, please designate an appropriate alternate.

I look forward to working with you next April. Please feel free to ask any questions about the meeting. We can be reached at (617) 235-0320, ext. 782. A yellow reply form and a stamped self addressed envelope for your acceptance is enclosed. We would appreciate a prompt reply.

Sincerely,

Ruth Harriet Jacobs

Ruth Harriet Jacobs, Ph,D.
Director Displaced Homemaker Project
Componant at Wellesley College Center
for Research on Woman
Professor of Sociology, Boston University

RHJ/hz

APPENDIX N

Project SECOND LOOK

DISPLACED HOMEMAKER MEETING

Convened by the

Wellesley College Center for Research on Women

APRIL 2 - 4, 1981

at

The Wellesley College Club

Wellesley College

Wellesley, Massachusetts

SECOND LOOK

HELPING
DISPLACED HOMEMAKERS
MOVE FROM
HOUSEWORK TO PAID WORK
THROUGH
VOCATIONAL TRAINING

SECOND LOOK is a two-year project funded in October, 1979 by the United States Department of Education, Office of Vocational and Adult Education, Office of Employment and Education, Division of Program Improvement, Curriculum Development Branch.

SECOND LOOK MEANS BUSINESS!

PROJECT STAFF

EDUCATION DEVELOPMENT CENTER

Vivian Guilfoy, *Project Director*
Angela Daskalos

WELLESLEY COLLEGE CENTER FOR RESEARCH ON WOMEN

Ruth Harriet Jacobs, Ph.D., *Director, Wellesley Component*
Judith S. Inker, *Meeting Coordinator*
Doris Turyn
Mary Urban
Hedy Zameret
Barbara H. Vinick, Ph.D.

AMERICAN VOCATIONAL ASSOCIATION

Roni Posner, Ph.D.

PROJECT CONSULTANT PANEL

Holly Alexander, Coordinator
Displaced Homemaker Program, Omaha, NB

Adrienne Critchlow, Assistant Industrial Commissioner
State of New York, Department of Labor, New York, NY

John W. Cronkite, Senior Personnel Consultant
Digital Equipment Corporation, Acton, MA

Louis K. Gaffney, Manager, Training and Education
Motorola,Inc., Schaumburg, IL

Wilma Ludwig, State Director of Vocational Education
State of New Mexico, Department of Education, Sante Fe, NM

Milo Smith, Co-founder and Director
Displaced Homemakers Center, Oakland, CA

John W. Struck, State Director of Vocational Education
Commonwealth of Pennsylvania, Department of Education
Harrisburg, PA

Susan Scully Troy, Employment and Training Consultant
Women in the Skilled Trades and Apprenticeships
Tacoma Park, MD

Patricia Wallace, Coordinator
Project Second Wind, Natick, MA

NATIONAL DISPLACED HOMEMAKER NETWORK PROJECT REPRESENTATIVE

Gloria Bernheim, Ph. D.

PROGRAM SCHEDULE

THURSDAY, April 2

5:00 p.m.: Wine and Cheese Reception

6:00 p.m.: Dinner
Welcoming Address: Maud Chaplin, *Acting President*
Wellesley College

7:00 p.m.: Speakout and Videotape
Displaced Homemakers and Service Providers

SERVICE PROVIDERS

Holly Alexander, *Coordinator,*
Displaced Homemaker Program, Omaha, NB

Gloria Bernheim, *Field Specialist,*
Displaced Homemaker Network, Boston, MA

Ferol Breymann, *Director*
Math & Electronics Careers Training Program, Charlestown, MA

Bonnie Dimun, *Director,*
Women's and Displaced Homemakers Center, Edison, NJ

Milo P. Smith, *Co-founder and Director*
Displaced Homemakers Center, Oakland, CA

Dorothy Taylor, *Director,*
Project Second Wind, Boston, MA

Patricia Wallace, *Coordinator*
Project Second Wind, Natick, MA

DISPLACED HOMEMAKERS

Barbara Bird

Loretta McCarthy

Mary Urban

Shirley Williams

Margaret Younger

SECOND CHANCE — One of five 30-minute educational films on women and work filmed nationally under a Women's Educational Equity Act Grant.

* *Following the session, there will be a brief meeting of all facilitators and speakers for the next two days.*

FRIDAY, April 3

8:30 a.m.: Plenary Session: Where We Are Now

Federal Role in Vocational Education for
Displaced Homemakers
Harriet Medaris, *Office of Vocational & Adult Education*
U.S. Department of Education

Welcome to Participants
Kate Holmberg, *Project Officer*
SECOND LOOK, Office of Vocational & Adult Education
U.S. Department of Education

Overview of SECOND LOOK and presentation of
Public Service Television Spots
Vivian Guilfoy, *Project Director*
SECOND LOOK, Education Development Center
Newton, MA

Role of the American Vocational Association and
Vocational Educators
Ronnie Posner, *Director of Planning and Development*
American Vocational Association, Arlington, VA

Summary: State of the Art on Displaced Homemakers
Barbara H. Vinick
Harvard University, Cambridge, MA

"Hurting and Healing"
Poems About Displaced Homemakers
Ruth Harriet Jacobs
Author of Life After Youth:
Female, Forty, What Next?

Introduction of Meeting Participants

10:30 a.m.: Coffee

10:45 a.m.: Assessing the Needs and Resources for Displaced
Homemakers in Local Communities

* *Small Group Discussions*

12:30 p.m.: Lunch

Welcome: Laura Lein, *Director*
Wellesley College Center for Research on Women

Networking for Displaced Homemakers: Role of Women's Organizations and Service Clubs
Sandra Burton, *Director*
Displaced Homemaker Network, Washington, D.C.

2:30 p.m.: Existing and Planned Employment and Training Programs

* *Small Group Discussions*

4:15 p.m.: Report: Morning and Afternoon Small Groups

5:00 p.m.: Bar Will Be Open

6:00 p.m.: Dinner
Tables According to Interest Groups

7:30 p.m.: Displaced Homemakers: Stresses and Strengths
Jean Baker Miller, M.D., *Director*
Stone Center for Developmental Services and Studies, Wellesley College
Psychiatrist and Author of Toward A New Psychology of Women

Open Discussion

* *Facilitators will be assigned to each small group discussion.*
Pre-homework will be discussed.
Each group will appoint a recorder.

ALL MEALS AND SESSIONS WILL BE HELD AT THE WELLESLEY COLLEGE CLUB

SATURDAY, April 4

8:00 a.m.: Consultant Panel Breakfast

9:00 a.m.: Plenary Session: Strategies in Trying Times
Alexis Herman, *Former Director*
Women's Bureau, U.S. Dept. of Labor

10:30a.m.: Coffee

10:45a.m.: Speak Out: Role of Women's Organizations, Service Clubs, Industry, Religion and Other Sectors
Sue Plastrik, *Chairwoman*
Women's Issue Task Force, National Council of Jewish Women

Meeting Participants Representing
Other Organizations

12:00p.m.: Lunch

1:00p.m.: Realities of Legislative Process at National and Local Level
Representative Margaret Heckler
Congress of the United States

Senator Jean Ford
Nevada Legislature

2:30p.m.: Where Do We Go From Here?
Establishing Priorities for National and Local Action

My View: Laurie Shields, *Executive Director*
Older Women's League, Oakland, CA
Author, Displaced Homemakers: Organizing for a New Life

3:15p.m.: Wrap-Up and Evaluation

3:30p.m.: Adjournment

List of Participants

Holly Alexander
Associate Director, YWCA
3929 Harney Street, Room 100
Omaha, NB 68131

Marcia L. Atkins
Dean of Students
Endicott College
376 Hale Street
Beverly, MA 01915

April Badheartbull
Member, Central Committee
Women of All Red Nations
Box 99
Porcupine, SD 57772

Mary Barbash
Education and Women's Specialist
Human Resources Development Institute
AFL-CIO
815 16th Street, N.W.
Washington, D.C.

Gloria Bernheim
Field Specialist
Displaced Homemakers Network
140 Clarendon Street
Boston, MA 02116

Barbara Bird
76 Brook Street
Franklin, MA 02035

Ferol Breymann
Director, Math & Electronics
Careers Training Program
Bunker Hill Community College/
Open College
Charlestown, MA 02129

Vivian Buckles
Regional Administrator of Women's Bureau
JFK Building, Room 1008
Boston, MA 02203

Sandra J. Burton
Executive Director
Displaced Homemakers Network
755 8th Street, N.W.
Washington, D.C. 20001

Margaret Callsen
Associate Professor,
Home Economics Education and Community
Services, Home & Family Life Section,
Adult Education Association, USA Chair
College of Home Economics
Oklahoma State University
Stillwater, OK 74078

Glen Carol
Special Assistant to Deputy Director
Women's Bureau, Department of Labor
200 Constitution Avenue, N.W., Room S3313
Washington, D.C. 20210

Maud Chaplin
Acting President
Wellesley College
Wellesley, MA 02181

Adrienne R. Critchlow
Assistant Industrial Commissioner
New York State Department of Labor
Two World Trade Center - Rm 73-84
New York, NY 10047

John Cronkite
Employee Relations Manager
Digital Equipment Company
97 Piper Road
Acton, MA 01720

Bonnie Dimun
Director, Women's & Displaced Homemakers
Center
Middlesex County College
West Hall Annex
Edison, NJ 08817

Sema Faigen
Massachusetts State Division President
American Association of University Women
19 Highgate Road
Wayland, MA 01778

Estel Fonseca
Program Director
National Puerto Rican Forum
Displaced Homemaker Program
391 East 149th Street
Bronx, NY 10454

State Senator Jean Ford
Senator, Nevada State Legislature
Legislative Building
Carson City, NV 89710

Becky Fowler
Assistant Director, Membership and Information
Rural American Women
1522 K Street, N.W. Suite 700
Washington, D.C. 20005

Louis K. Gaffney
Manager, Educational Services
Motorola Inc.
60 Gould Center, East Tower
Rolling Meadows, ILL 60008

Maria Gomez
Corresponding Secretary
Mexican American Women's National Association
L'Enfant Plaza Station, SW
P. O. Box 23656
Washington, D.C. 20024

Rosa Linda Gonzalez
Women's Administrative Specialist
SER-Jobs for Progress, Inc.
Women's Division
8585 Stemmons Freeway, Suite 401
Dallas, Texas 75247

Grey Panthers
Alternate Participation
Mary Loan
15 Charles Street
Waltham, MA 02154
Lois Harris
Barbara Krentzman
Lucille Schuck

Dr. Wanda Grogan
Program Specialist in Home Economics
American Home Economics Association
Georgia Continuing Education Center
University of Georgia
Athens, GA 30602

Vivian M. Guilfoy
Director, Second Look
National Displaced Homemaker Project
Education Development Center
55 Chapel Street
Newton, MA 02160

Representative Margaret Heckler
Congress of the United States
House of Representatives
Washington, D.C. 20515

Alexis Herman
c/o Lorraine Westbrook
P. O. Box 23343
Washington, D.C. 20024

Kate Holmberg
Project Officer
Office of Vocational & Adult Education
U.S. Dept. of Education
ROB - 3 Room 5034
400 Maryland Ave., S.W.
Washington, D.C. 20202

Judith S. Inker
Conference Coordinator
Wellesley Center for Research on Women
11 Norwich Road
Wellesley Hills, MA 02181

Ruth Jacobs, Ph.D.
Director, Wellesley College Component
of Second Look
Boston University and Wellesley College
Center for Research on Women
Boston University Dept. of Sociology
Boston, MA 02215

Robin Jernigan
Office of Legislative Affairs
Women's Division, United Methodist Church
110 Maryland Avenue, N.E.
Washington, D.C. 20002

Lillian Kimura
Organization of Pan Asian-American Women
1629 K Street, N.W. Suite 700, Office 8
Washington, D.C. 20006

Judy Klemesrud
New York Times
229 West 43rd Street
3rd Floor
New York, NY 10036

J. Dolly Kohler
Past President, Newburgh Chapter
Zonta International
No. 2 Powelton Circle
Newburgh, NY 12550

Laura Lein
Director, Center for Research on Women
Wellesley College
Wellesley, MA 02181

Florence Leon
V.P. of Displaced Homemakers Network, Inc.
Director, Homemakers Intern Project
Bergen Community College
400 Paramus Road
Paramus, NJ 07632

Sharon Leventhal
Executive Director
Colorado Council on Working Women,
National Commission on Working Women
P. O. Box 18061
Denver, CO 80218

Anina Liberty
Regional Women in Business Coordinator
Small Business Administration
60 Batterymarch
Boston, MA 02110

Dr. Sally H. Lunt
Member: Administrative Committee
(Executive Board)
State Representative to Nat'l Steering Committee
Women's Political Caucus
1411 K Street, N.W.
Washington, D.C. 20005

Barbara Lee Makris
Director, Career Development Services
Wider Opportunities for Women
1511 K Street, N.W. Suite 345
Washington, D.C. 20005

Margaret Mason
Economic Consultant
Women's Action Alliance
270 Lexington Avenue
New York, NY 10017

Loretta McCarthy
8 Paterson Way
South Boston, MA 02127

Peggy McIntosh
Director of College Programs
Wellesley College Center for Research on Women
Wellesley, MA 02181

Harriet Medaris
Education Program Specialist
U.S. Department of Education
Office of Vocational and Adult Education
Room 5624, ROB/3, 7th and D Sts. S.W.
Washington, D.C. 20202

Jean Baker Miller, M.D.
Director, Stone Center, Wellesley College
Clinical Associate Professor, Psychiatry,
Boston University
School of Medicine
Stone Center, Wellesley College
Wellesley, MA 02181

Sue Plastrik
Chairwomen, Women's Issues Task Force
National Council of Jewish Women
15 E. 26th Street
New York, NY 10010

Dr. Roni D. Posner
Director of Planning & Development
American Vocational Association
2020 N. 14th Street
Arlington, VA 22201

Peggy Pschirrer
Staff Associate for Training
Association of Junior Leagues, Inc.
825 Third Avenue
New York, NY 10022

Alice Quinlan
Displaced Homemakers Network
755 8th Street, N.W.
Washington, D.C. 20001

Jane Cole Rectanus
Area Coordinator
Endicott College
376 Hale Street
Beverly, MA 01915

Steve Russo
Public Affairs
Wellesley College
Wellesley, MA 02181

Priscilla Scanlon
Field Specialist
National Displaced Homemakers Network Inc.
Box 9013
Jonesboro, AR 72401

Patricia Bell Scott
Research Associate & Director
Black Women's Educational Policy &
Research Network
Wellesley College Center for Research
on Women
Wellesley, MA 02181

Laurie Shields
Executive Director
Older Women's League
3800 Harrison Street
Oakland, CA 94611

Milo P. Smith
Director
Displaced Homemakers Center, Inc.
Mills College
P. O. Box 9996
Oakland, CA 94613

Charlotte A. Stewart
Field Specialist
Western Region
Displaced Homemakers Network
c/o AADH
607N 3rd Avenue
Phoenix, AZ 85003

Mary E. Sullivan
President
Altrusa Club of Boston
45 Cedar Street
Worcester, MA 01609

Eleanor H. Swent
President,
First Displaced Homemakers Center
Mills College
P. O. Box 9996
Oakland, CA 94613

Dorothy Taylor
Director,
Second Wind, YWCA
140 Clarendon Street
Boston, MA 02116

Susan Scully Troy
Consultant: Women in Skilled Trades and Apprenticeship
7216 Garland Avenue
Takoma Park, MD 20012

Mary Urban
Assistant to the Class Dean
Wellesley College
Wellesley, MA 02181

Jane Velez
Executive Director
Women in Crisis, Inc.
444 Park Avenue, South
New York, NY 10016

Barbara Vinick, Ph.D.
Harvard University
School of Education
Cambridge, MA 02138

Patricia Wallace
Program Coordinator
Second Wind/YWCA
231 Bacon Street
Natick, MA 01760

Professor Therese Warner
Roger Williams College
Old Ferry Road
Bristol, RI 02809

Bradlee White
Coordinator,
Displaced Homemakers Program
New York State Department of Labor
Two World Trade Center, Room 7388
New York, NY 10047

Shirley Williams
57 Walnut Avenue
Roxbury, MA 02119

Margaret Younger
43 Faunce Road, Apt. 43
Mattapan, MA 02126

Pauline Houston
Black Citizen of Newton
122 Austin Street
Newtonville, MA 02160

Barbara Hernberg
International Association of Personnel Women
26 Crown Ridge Road
Wellesley, MA 02181

Note: The format followed quite closely to the original plan. However, several last minute substitutions were made in the program due to personal emergencies. The dramatic play by R. Jacobs entitled Displaced Homemakers: Helping or Hurting? was carried out by Consultant Panel Members in place of a talk by Alexis Herman; a lively discussion followed. The executive secretary of the Congresswoman's Caucus, Ann Smith, substituted for Margaret Heckler who had a death in the family, and Cynthia Morano, former chairperson of the Displaced Homemakers Network, spoke in place of Laurie Shields, co-founder of the Older Women's League (OWL), who was ill.

PARTICIPANT PREPARATION: NATIONAL MEETING APPENDIX O

DISPLACED HOMEMAKER MEETING
WELLESLEY COLLEGE CENTER FOR RESEARCH ON WOMEN

Dear Participant in the Displaced Homemaker Meeting:

We would like you to do some homework before coming to the meeting April 2-4.

1. WHAT TO BRING OR SEND AHEAD.

Bring with you any handouts that you think will be useful to other participants. We will have a table on which to put items that people may take and another table FOR DISPLAY ONLY where you may put single copies for people to look at during the meeting. On the DISPLAY table, you may, if you wish, put instructions on ordering items and you may also take orders at the meeting. If you wish to send multiple copies ahead to avoid lugging, please send them to Displaced Homemaker Project, Wellesley College Center for Research on Women, Wellesley, Ma. 02181. Mark the package FOR DISTRIBUTION AT MEETING. We will be unable to xerox copies during the meeting itself but if you send something ahead that would be of value to others, we will try to xerox enough copies for participants. Our funds are limited so we may not be able to copy everything we receive.

2. WHAT TO FIND OUT BEFORE YOU COME

Try to answer the questions who, what, when, why, where and how in regard to your organization and displaced homemakers. More in detail we mean, find out, think about, and bring notes, information and ideas on the following:

WHO are the displaced homemakers your organization might help or is already helping or might help more?

WHAT is your organization already doing for displaced homemakers and what more or what better could it do?

WHEN can this be done?

WHY should it be done? Why can't it be done?

WHERE can your organization start or where can it accelerate and where can it get the resources to continue or accelerate this work?

HOW can those at the April 2-4 meeting help you and how can you help them?

To answer the above questions, we suggest that in addition to collecting data at the national level, you work with one or two of your local affiliate groups to see what is happening regarding displaced homemakers' needs and your organization's efforts.

I look forward to working with you April 2-4.

Sincerely yours,
Ruth Harriet Jacobs Ph.D.

Displaced Homemaker Meeting April 2-4 Wellesley College Center for Research on Women

Discussion Leaders

I General Information for all

1. Thank you for helping. It is important and valued.

2. Your role is not to speak but rather to moderate and keep the discussion moving and the group focused on the task at hand. Certainly, you can and should answer BRIEFLY questions within your area of expertise but you should also ask the group to respond to questions that are asked. There is a lot of expertise in group and people should be encouraged to share and report on their pre -meeting homework. The only time for free discussion is in the two Friday sessions and it should be promoted. Try to draw into discussion quiet people and to restrain tactfully those who dominate. A good strategy is to ask "does anyone else have something to contribute on this issue." However, it is true some people have a great deal to offer and, of course, you will use your judgement re balance.

3. VERY IMPORTANT is that you appoint or draft or get to volunteer someone who will take notes and make a brief report at the feedback session at 4:15 P.M. on Friday. This person should also hand notes to Ruth Jacobs immediately after the feedback session. The report does not have to be polished but it has to be done and given to Ruth Jacobs. If you can't get someone to be a recorder, one of the facilitators will have to do this.

4. Try to have the group come up with some concrete suggestions and strategies.

5. Do not worry if there is some overlap between sessions. This cannot be avoided entirely because people have great concern about certain issues.

6. Try to get together briefly with your co-facilitator before the session. Breakfast might be a good time. You can then arrange a division of labor and general questions that might be used to start the meeting, for example, "what light can each of you shed on this from the vantage point of your organization?"

II INFORMATION TO HELP WITH EACH SESSION - Some suggestions

A.M. Assessing the needs and resources for Displaced Homemakers in local communities.

Try to get each person to report on pre-meeting homework. Don't get bogged down on any one geographic area. Try to deal with rural, urban, suburban areas and with all parts of the country. Refer people to existing resources. What is the extent of the crisis? What has worked? What has not worked?

P.M. Existing and planned employment and training programs for displaced homemakers.

What is working? What is not working? What planning is going on in an era of retrenchment in funding? Who will meet the needs of displaced homemakers as current programs lose their funding? How may displaced homemakers be mainstreamed and what are the special problems that occur when they are? How can these be overcome? Etc.Etc. How can resources be obtained?

PROJECT SECOND LOOK

1981 D.H. MEETING FEEDBACK SHEET

Your evaluation of the meeting is helpful in assessing the meeting. Please answer the questions and feel free to add additional comments or suggestions on the back. PLEASE RETURN to Ruth Jacobs, before you leave.

What were your main reasons for attending the conference?

1. Did the meeting meet your expectations? Was it different from what you expected? Please explain.

2. What aspects of the meeting did you like most?

3. Which aspects of the meeting did you like least?

4. Are you encouraged to work or continue to work for Displaced Homemakers? Why or why not?

5. Are there any topic areas you felt should have been better represented? Please describe.

6. What aspects of the meeting were most useful to you?

7. What aspects of the meeting were least useful to you?

8. What else do you want to say?
(Use back to continue)

DISPLACED HOMEMAKERS PROJECT

ARTICLES

"Help at hand for displaced homemakers," Wellesley Townsmen. About our project (December 10, 1979)

"Joint Project to Help Place Women," Brookline Chronicle Citizen. About our project (January 3, 1980)

"A Housewife, A New Minority," Boston Globe. Barbara Vinick, author of the State-of-the-Art, was interviewed and identified several of the problems faced by displaced homemakers.

New England Sociologist, Fall/Winter 1979, Ruth Jacobs discusses the consequences of writing Life After Youth: Female, Forty, What Next?, which include her work on this project.

"EDC Tackles National Displaced Homemakers' Project," Womens' Work (January/February 1980)

"Jacobs Talks About Life After Youth," Soujourner. (March 10, 1980)

"About Women: How the Displaced Homemaker Can Cope," Needham Times, May 15, 1980

"Age and Sex Discrimination: Identifying the Problem Doesn't Solve It," Bostonia, Boston University Alumni Magazine, May 1980

"A Spirited Approach to Aging" VIP, suburban Boston newspaper, May 1980

"Displaced Homemakers - Starting Life Over at 40," Middlesex News, May 26, 1980

"Women in Crisis: Soldiers of Misfortune, Strategies of Survival," The Washington Post, June 9, 1980.

"How Old is Your Psyche; They're called displaced homemakers and they're trying to find a way to become themselves again," Equal Times, June 22, 1980.

"Displaced Homemaker Project," National Action Forum for Older Women, Vol. 3, No. 1, Spring, 1980

"Project Second Look, Helping Displaced Homemakers move from Housework to Paid Work through Vocational Training," Center Critiques (of the East Central Curriculum Management Center), Vol. 8, Issue No. 1, July, 1980

"Projects Begin Field Work," AVA Update, July, 1980
"Information Bank, Behavior Today, August, 1980
"Vocational Education Can Provide New Careers for Displaced Homemakers," AVA Special Report, August 1980

"Resources: Vocational Counseling for Displaced Homemakers: A Manual and Resource Guide for Vocational Educators," Network News, the newsletter of the Displaced Homemaker Network, Inc., Washington, DC, September, 1980.

"ECCMC Update on Displaced Homemakers," East Central Curriculum Management Center Brochure (adaptation of SECOND LOOK brochure for the State of Illinois), Springfield, IL, September, 1980.

"Help for the Displaced Homemaker," Women's Educational Equity Communications Network (WEEN) Network News and Notes, San Francisco, CA, Fall 1980

Fort Lauderdale News and Sun-Sentinel, Ft. Lauderdale, Florida, "Female Aging," January 7, 1981

The Evening Times, West Palm Beach, Florida, "Voicing Plight of Displaced Homemakers," January 12, 1981

Florida Vocational Journal, Volume, January-February, 1981

Women's Work, February, 1981

Fort Lauderdale News and Sun-Sentinel, Ft. Lauderdale, FL., "Speaking of and for Rights and Dignity of Women," February 1, 1981

AICS Compass, February 1981

Nation's Business, March 1981

Employment and Training Reporter, March 1981

The Education Digest, March 1981

Vocational Education Journal, AVA, March 1981

The Journal Herald, Dayton, Ohio, March 20, 1981

Dayton Daily News, Dayton, Ohio, "Midlife Rennaisance," March 22, 1981

Vocational Counseling for Displaced Homemakers: A Manual", Vocational Guidance Forum (Spring, 1981)

New Lives for Former Wives: Displaced Homemakers, Nancy C. Baker. Publ. Garden City, NY: Anchor Press/Doubleday, 1980.

Displaced Homemakers: Organizing for a New Life, Laurie Shields. Publ. NY: McGraw-Hill, 1981.

"Vocational Counseling for Displaced Homemakers: A Manual", Network Exchange (March, 1981)

"Vocational Counseling for Displaced Homemakers: A Manual", Field Evaluation Draft (April, 1981)

"Resource Guide for Vocational Educators and Planners", Field Evaluation Draft (April, 1981)

ERIC Clearinghouse on Adult, Career, and Vocational Education, Resources in Education, April 1981

NCAAED Network, Volume 3, #4, April 1981

Center for Education and Manpower Research, Inc., April 1981

Illinois Network for Displaced Homemakers, Springfield, IL., April 1981

Scholarships, Fellowships and Loans New Service, Counselors Information Service, Volume XXVI, May 1981

"Vocational Counseling for Displaced Homemakers", The MOIS NEWS NET (May, 1981)

"Resource Guide for Vocational Educators and Planners", Monthly Memo (Summer, 1981)

"Vocational Counseling for Displaced Homemakers: A Manual", Monthly Memo (Summer, 1981)

"Displaced Homemakers come home to Merritt College", The Montclarion (August 26, 1981)

"Center to Open for Displaced Homemakers", Hayward Daily Review (Sept 1981)

"Vocational Counseling for Displaced Homemakers: A Manual", for abstracting, Montclair State College (October, 1981)

"Displaced Homemakers' Program: Alameda College is Helping Out Persons Suddenly Alone", Alameda Times Star (October 14, 1981)

DISPLACED HOMEMAKERS PROJECT

PRESENTATIONS

Tom Larson Show, Channel 38, Boston, MA. Discussion of Ruth Jacobs' book, Life After Youth. (Jacobs, October 2, 1979)

Women '79, Channel 4, Boston, MA. Discussion of Life After Youth (Jacobs, October 6, 1979)

Boston Globe Book Fair, Boston, MA. Life After Youth (Jacobs, October 13)

Professional Women's Conference, Portsmouth, N.H. Informal presentation about the project. (Jacobs, October 14, 1979)

Wellesley Hills Unitarian Church, Wellesley, MA. Speaker: "Mid-Life Women." (Jacobs, October 15, 1979)

Harvard University Commission on Extension Courses and Mass. Medical Auxiliary, Lectures on Aging in America. "Remarriage and Sexuality." (Vinick, October 15, 1979)

Bay de Nor Community College, Escabana, Michigan. "Contracting with Business & Industry - Collaboration with Education." (Posner)

Army recruiters - Southeast Region, Orlando, Florida. "Vocational Education and the Military - Next Step Choices after High School." (Posner)

Massachusetts State Legislature, Hearings on the needs of displaced homemakers and appropriations required to provide adequate services to them. Held by Barbara Gray, State Representative, Ways and Means Committee (November 1, 1979, V. Guilfoy)

Massachusetts Sociological Association, Displaced Homemakers Workshop, (November 3, 1979, R. Jacobs, B. Vinick)

Boston University, Role Changes Workshop, (November 7, 1979, R. Jacobs)

Inter-Community Homemakers Service, Newton, MA, Workshop for Caretakers of the Elderly (November 10, 1979, R. Jacobs)

Boston University, Ruth Baker Annual Lecture (November 14, 1979)

New York State Department of Labor, Displaced Homemaker Program staff meeting (November 16, 1979, B. Vinick)

Metropolitan College, Boston University, "Women and Work" class, guest lecturer on displaced homemakers. (Jacobs, December 3, 1979)

Boston Society for Geriatric Psychiatry, Board meeting, plans made for a day long meeting on displaced homemakers in 1980. (Jacobs, December 19th)

WCVB (Channel 5 Boston, an ABC affiliate) had Ruth Jacobs as a guest on the Good Day Show, syndicated across the country. Ruth described the needs of displaced homemakers and our project efforts to address them (January 2, 1980)

Training Conference of the Displaced Homemakers Network, Inc., Washington, D.C. Vivian Guilfoy attended and presented the project to Network Regional representatives, technical assistance personnel, and to State Coordinators of Displaced Homemaker Programs. (January 9, 1980)

Boston Public Library, the Never Too Late group. Ruth Jacobs addressed this group with a talk entitled "Life After Youth" (January 13, 1980)

Employment Committee, Wellesley College Center for Research on Women, met with Vivian Guilfoy, Ruth Jacobs, and Barbara Vinick, to discuss the State-of-the-Art. (January 16, 1980)

State of Massachusetts, Public Hearings on Displaced Homemakers, Faneuil Hall, Boston. Vivian Guilfoy addressed those present. Ruth Jacobs also gave testimony. (January 18, 1980).

Fort Lauderdale, Florida, Nova Conference on Aging. Ruth Jacobs addressed attendees with "Ageism Denied and Modified" (January 25, 1980)

Nashoba Valley Regional Technical School, Westford, Massachusetts. Vivian Guilfoy met with the Guidance Coordinator to discuss the involvement of girls and displaced homemakers in programs available at the school. (January 31, 1980)

WMBR (88.1 fm, MIT radio station) broadcast an interview about displaced homemakers. (February 7, 1980, Ruth Jacobs)

Massachusetts Board of Higher Education, 1202 Commission, to discuss the special needs of displaced homemakers. (Vivian Guilfoy, February 7, 1980)

Massachusetts State-wide Displaced Homemakers Conference Planning Committee met at EDC. (Vivian Guilfoy and Ruth Jacobs, February 11, 1980)

Public Hearings on Massachusetts Displaced Homemaker Bill 4149. (February 21, 1980, Vivian Guilfoy)

Women's Educational Equity Act Program Fair, EDC, February 28, 1980. The Displaced Homemakers Project distributed fact sheets and made new contacts.

Information Exchange with Project EPIC for displaced homemakers in nontraditional occupations, Newton North High School (March 11, 1980, Vivian Guilfoy)

Society of Women Engineers meeting in Potsdam, New York. "Life After Youth." (March 21-22, 1980, Ruth Jacobs)

Eastern Socialogical Society meeting, presentation and discussion about displaced homemakers (March 21-22, 1980, Ruth Jacobs)

WPDM (Potsdam, New York) broadcast an interview about displaced homemakers (March 23, 1980, Ruth Jacobs)

Professional Women's Seminars, "Beyond Assertiveness: Changing the Work Environment." (March 23, 1980, Ruth Jacobs)

WSLB (Ogdensburg, New York) featured displaced homemakers as topic of a one-hour Public Affairs Program. (March 27, 1980, Ruth Jacobs)

Acton-Boxboro Regional High School, public school teachers' meeting. "The Problems of Older Women and Displaced Homemakers." (March 29, 1980, Ruth Jacobs)

Bridgewater State College, Social Action Club, "Expanding Occupational Choice for Women of All Ages." (April 15, 1980, Vivian Guilfoy)

Discussion with Women's Congressional Caucus, Women's Policy Studies program, George Washington University, Washington, DC. (April 16, 1980, Ruth Jacobs)

Boston University, Women and Work Course,"Displaced Homemakers and the Needs of Older Women." (April 17, 1980, Ruth Jacobs)

Boston College School of Nursing, "Project SECOND LOOK and the Displaced Homemaker." (April 18, 1980, Ruth Jacobs)

Regional Dialogues on Worklife Education; Boston, MA. (Sponsored by the National Institute for Work and Learning). Participated in workshops and distributed displaced homemakers brochures and fact sheets. (April 21-22, Vivian Guilfoy)

East Central Network for Curriculum Coordination, Regional Meeting for all State Liaison Representatives, Minneapolis, Minnesota. "SECOND LOOK, Helping Displaced Homemakers gain access to work through vocational education: Products in process." (April 23, 1980, Vivian Guilfoy)

Massachusetts Association of University Women, "Needs of Displaced Homemakers and the Older Woman." (April 25, 1980, Ruth Jacobs)

University of Connecticut, Program for gerontology. "Reemployment in Later Life." (April 30, 1980, Ruth Jacobs)

North Shore Vocational Technical School, Beverly, MA. Seminar for Guidance Counselors, School Administrators, and School Superintendents in seven North Shore Communities. Increasing the participation of girls and women in non-traditional occupations. (May 1, 1980, Vivian Guilfoy)

Smith College, Northampton, MA. Workshop for Career Panning and Placement Officers of Smith, Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Vassar, and Wellesley Colleges. Women in Crisis: No time to do a job search! (May 2, 1980, Vivian Guilfoy)

Concerned Boston Citizens for Elder Affairs, Boston University, Boston, MA. Workshop presentation on Employment for Older Women. (May 4, 1980, Ruth Jacobs)

Mt. Auburn Hospital, Cambridge, MA. Workshop on displaced homemakers for social service and nursing staff. (May 8, 1980, Ruth Jacobs)

Radio WBUR, Boston, MA. Tape: Re-employment in Later Life - Aging Women: double jeopardy. (May 8, 1980, Ruth Jacobs)

University of Massachusetts, Boston, MA. Conducted workshop on Transportation and High Technology Jobs at Good Work Conference. (Sponsored by the DOL Women's Bureau for Massachusetts Women working in or wishing to explore tade and technical jobs. (May 10, 1980, Vivian Guilfoy)

Conference on Women and Aging sponsored by the Women Studies Program of Indiana University and Purdue University, Indianapolis, Indiana. Keynote speaker: Re-employment in Later Life. Also did workshop on displaced homemakers, a half-hour interview for National Radio and a television spot on displaced homemakers for Channel 4 and Channel 6 in Indianapolis. (May 10, 1980, Ruth Jacobs)

Meetings of Illinois Federation of Women's Clubs Annual Meeting, Chicago, Illinois. Discussed the plight of displaced homemakers with women attending this meeting. (May 13, 1980, Ruth Jacobs)

American Association of University Women, Boston, MA. Guest speaker at monthly meeting. The Displaced Homemaker and How You Can Help. (May 17, 1980, Vivian Guilfoy)

National Women's Studies Annual Meeting, Bloomington, Indiana. Workshop on SECOND LOOK project. (May 20, 1980, Ruth Jacobs)

State of Massachusetts, Displaced Homemakers Conference, Boston, MA. Workshop leaders - Employment of Older Women and The Personal Experience of a Displaced Homemaker (May 22, 1980, Ruth Jacobs, Mary Urban)

Nine to Five, Boston, MA. Presentation to members, Age Discrimination in Women's Employment (June 2, 1980, Ruth Jacobs)

Good Morning Show, WJLA-TV Washington, DC. Discussed displaced homemakers. (June 5, 1980, Ruth Jacobs)

United Press International Radio, National Press Building, Washington, DC. Interview on Displaced Homemakers Project to be broadcast to 1000 radio stations. (June 5, 1980, Ruth Jacobs)

Women in Crisis Meeting, Shoreham Hotel, Washington, DC. Problems of Older Female Clients and Aging as a Phase in the Life Cycle. Papers probably will appear in a book published after the conference. (June 6, June 7, 1980, Ruth Jacobs)

Boston University Summer Institute course, Boston, MA. Alternative Life Styles in Aging. Course for clinicians featured Displaced Homemakers' issues. (June 16-June 20, 1980, Ruth Jacobs)

WBZ Radio, Boston, MA. Behind the News program. Feature on Displaced Homemakers. (June 19, 1980, Ruth Jacobs)

Women in Technology (WITS Program), Massachusetts Institute of Technology, Cambridge, MA. Workshop for School Counselors and Administrators, Expanding Occupational Choices for Women and Minorities. (June 24, 1980, Vivian Guilfoy)

Acton-Boxborough High School, Acton, MA. Problems of Older People, with special attention to Displaced Homemakers. A Conference for public school teachers. (June 30, 1980, Ruth Jacobs)

WBUR Radio, Boston, MA. A discussion about Displaced Homemaker's re-entry into the job market. (July 11, 1980, Ruth Jacobs)

WRKO Radio, Boston, MA. One Hour Talk Show, with Call-ins focused on Displaced Homemakers issues. (July 13, 1980, Ruth Jacobs)

New England Writers Conference, Harvard University, Cambridge, MA. Life After Youth. (July 18, 1980)

Boston University Summer Planning Institute, Boston, MA. Public lecture, The Women Over 40, and Displaced Homemakers. (July 23, 1980, Ruth Jacobs)

The Society for Geriatric Psychiatry. Boston, MA. Program Committee meeting to set up large public session on Displaced Homemakers for April, 1980. (July 30, 1980, Ruth Jacobs)

Project Evergreen for older adults at School of Theology, Boston University. Talk on Understanding Your Adult Children, Displaced Homemakers, and others. (August 5, 1980, Ruth Jacobs)

The Conference for Vocational Home Economics sponsored by New Hampshire Division of Vocational Technical Education, Portsmouth, NH. Two workshops held on Displaced Homemakers. (August 13, 1980, Ruth Jacobs)

New England Today, TV Channel 56, "Displaced Homemakers." (August 15, 1980, Ruth Jacobs)

Sheraton Center Hotel, Society for the Study of Social Problems, New York City. "Displaced Homemakers." August 26, 1980, Ruth Jacobs, Barbara Vinick)

Womens' Beat, WBZ-TV, "Displaced Homemakers." (September 13, 1980, R. Jacobs)

National Association of Social Workers. Presentation at Conference on Social Work in a SEXIST Society. (September 14, 1980, B. Vinick)

Worcester Chapter, American Association of University Women, "Displaced Homemakers," Worcester, MA (October 16, 1980, R. Jacobs)

Women West: Business and Professional Women's Organizations, "Older Women's Problems," Wellesley Community Center, Wellesley, MA (October 18, 1980, R. Jacobs)

Denver, CO area B.U. Alumni, "Is There Life After Youth" (October 19, 1980, R. Jacobs)

The Gerontological Society, "The Grey Panthers and The Displaced Homemaker," San Diego, CA (November 21 - 23, 1980, R. Jacobs)

Florida-Atlantic University, Boca Raton, FL., "Female Life After 40," (January 1981, R. Jacobs)

The First Church of Christ, Lancaster, MA., "Displaced Homemakers" (March 4, 1981, R. Jacobs)

National Conference on Feminist Psychology, Park Plaza Hotel, Boston, MA Displaced Homemakers Workshop (March 6, 1981, R. Jacobs)

Boston University, Association for Women in Psychology, Boston, MA "Displaced Homemakers," (March 12, 1981, R. Jacobs)

University of Dayton, Ohio, Public Lecture and Workshop on Displaced Homemakers and Older Women (March 12, 1981, R. Jacobs)

University of Dayton, Ohio, "Women and Aging" (March 13, 1981, R. Jacobs)

Boston University, Gerontology Center, Public Lecture on Displaced Homemakers (March 19, 1981, R. Jacobs)

Boston University, School of Social Work, Boston, MA., "Displaced Homemakers" (April 29, 1981, R. Jacobs)

Temple Shalom, Newton, MA., "Life After Youth" (April 29, 1981, R. Jacobs)

The Boston Society for Gerontologic Psychiatry, Inc., Boston, MA., "Out of the Home to Where: Displaced Homemakers" (May 30, 1981, R. Jacobs)

SECOND LOOK

LOIS AND ANGIE -- 60 Second Version

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ANGIE IS SEATED AT THE TABLE. LOIS WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

LOIS: Look, you can't just sit here for the rest of your life, Angie. Jerry's gone. You have to go to work.

ANGIE: Work? What do you think I've been doing for the past 22 years, water skiing?

LOIS: I mean work that pays.

ANGIE: Who'd hire me? All my life, I've been a housewife. I can cook and clean and take care of kids. That's all.

LOIS: That's not all. You're smart and you're energetic. Just look around this house at all the things that you've fixed. And you know how to talk to people. Angie, stop putting yourself down. Now there's gotta be a job or a training program that you can get into. But the only person I know of who can pull you out of this is you.

NARRATOR: Millions of American women must look for work outside the home after years of being full-time homemakers. If you're a displaced homemaker, take that first step. You made a home. You can make a career. For further information, Write: SECOND LOOK, BOSTON, MASSACHUSETTS 02195

edc

SECOND LOOK

LOIS AND ANGIE -- 30 Second Version

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ANGIE IS SEATED AT THE TABLE. LOIS WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

LOIS: You can't keep this up, Angie. Jerry's gone. You've got to go to work.

ANGIE: Work? What do you think I've been doing for the last 22 years, water skiing?

LOIS: I mean work that pays.

ANGIE: Who in the world would hire me? All I've ever done is housework.

LOIS: What about a training program?

NARRATOR: Take that first step. You made a home. You can make a career. For further information, Write: SECOND LOOK, BOSTON, MASSACHUSETTS 02195.

edc

SECOND LOOK

LOIS AND ANGIE -- 20 Second Version

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ANGIE IS SEATED AT THE TABLE. LOIS WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

LOIS: You can't keep this up, Angie. Jerry's gone. You've got to go to work.

ANGIE: What do you think I've been doing for the last 22 years?

LOIS: I mean work that pays.

NARRATOR: You made a home. You can make a career. For further information, write: SECOND LOOK, BOSTON, MASSACHUSETTS 02195.

edc

SECOND LOOK

ELENA AND MARIA -- 60 Second Version

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ELENA IS SEATED AT THE TABLE. MARIA WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

ELENA: No te puedes quedar encerrada en la casa para siempre María. Tu esposo ya no está, tienes que salir y conseguir trabajo.

MARIA: Tú no sabes por todo lo que pasa una mujer sola.

ELENA: Pero no estás sola. Tu familia y tus amigos te quieren ayudar. Tú eres la que tiene que tomar el primer paso en la búsqueda de trabajo.

MARIA: ¿Pero quién me va a dar trabajo, ah? Ni siquiera hablo bien el inglés. Todo lo que sé hacer es cuidar la casa y los niños.

ELENA: No te menosprecies, María. Fíjate todo lo que has logrado... eres mas inteligente de lo que piensas. Mira, por qué no vas a buscar información sobre los programmas de entrenamiento y empleo que existen. Es más, vamos juntas.

NARRATOR: Cada día, mas mujeres hispanas proveemos por nosotras mismas y a veces la familia. Si usted es una de estas mujeres, puede cambiar su trabajo en el hogar por un trabajo remunerado. Usted formó su hogar. Ahora, forme su carrera.

SECOND LOOK

ELENA AND MARIA -- 30 Second Version

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ELENA IS SEATED AT THE TABLE. MARIA WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

ELENA: No te puedes quedar encerrada en la case, María. Tu esposo ya no está, tienes que salir y conseguir trabajo.

MARIA: ¿Quién me va a dar trabajo, ah? Todo lo que sé hacer es como cuidar la casa.

ELENA: Mira, por qué no vamos a buscar los programmas de entrenamiento que existen.

NARRADOR: Cada día, mas mujeres hispanas proveemos por nosotras mismas y a veces la familia. Usted formó su hogar. Ahora, forme su carrera.

edc

SECOND LOOK

ELENA AND MARIA -- 20 Second Verson

SETTING: A MIDDLE CLASS KITCHEN. AN OLD SINK STANDS UNDER THE WINDOWS. ON A SECOND WALL ARE A SMALL MODERN REFRIGERATOR AND AN OLDER STOVE. A WOODEN TABLE SITS OPPOSITE THE STOVE. ELENA IS SEATED AT THE TABLE. MARIA WALKS ACROSS THE ROOM WITH COFFEE AND SITS DOWN AT THE TABLE.

ELENA: No te puedes quedar encerrada en la casa, Maria. Tu esposo ya no está, tienes que salir y consequir trabajo.

MARIA: ¿Quién le va da trabajo a una ama de casa?

ELENA: Mira, por qué no vamos a buscar un programa de entreamiento que te ayude.

NARRADOR: Usted formó su hogar. Ahora, forme su carrera.

edc

SECOND LOOK

THE HIRING GAME -- 60 Second Version

SETTING: AN EXECUTIVE IS SITTING IN FRONT OF A GAME BOARD PEOPLED WITH SMALL FIGURINES. AS WE WATCH HE MOVES THEM ABOUT ON THE BOARD.

NARRATOR: If you're an employer, you're probably used to playing... the Hiring Game.

NARRATOR: You start your business in a good location.

NARRATOR: You build up your work force.

NARRATOR: You look for good workers, people with initiative and drive.

NARRATOR: You give them a chance to grow, to advance, and to help the company prosper.

NARRATOR: Did you ever think you might be leaving somebody out of the game?

NARRATOR: People who need to work. Older women.

NARRATOR: Women who've been homemakers for years but now must move from housework to paid work to support themselves and often their families.

NARRATOR: Displaced homemakers are mature, reliable, eager to be trained...

NARRATOR: ...or to translate the skills they've used at home into skills you can use at work.

NARRATOR: Take a second look at workers who will be valuable in your labor force -- older women. Don't keep them out of the game. Meet them halfway. Play to win.

NARRATOR: She made a home. She can make a career.

SECOND LOOK

THE HIRING GAME -- 30 Second Version

SETTING: AN EXECUTIVE IS SITTING IN FRONT OF A GAME BOARD PEOPLED WITH SMALL FIGURINES. AS WE WATCH HE MOVES THEM ABOUT ON THE BOARD.

NARRATOR: If you're an employer, you're probably used to playing... the Hiring Game.

Are you leaving somebody out of the game?

People who need to work. Older women who must move from housework to paid work. Displaced homemakers are mature, reliable, eager to be trained, and they've got skills you can use right away. Don't keep them out of the game. Meet them halfway. Play to win.

She made a home. She can make a career.

edc

SECOND LOOK

THE HIRING GAME -- 20 Second Version

SETTING: AN EXECUTIVE IS SITTING IN FRONT OF A GAME BOARD PEOPLED WITH SMALL FIGURINES. AS WE WATCH HE MOVES THEM ABOUT ON THE BOARD.

NARRATOR: When you play the Hiring Game, are you leaving out a valuable part of the work force?

Older women need to work. They're reliable, mature, with skills you can use right away.

Don't keep them out of the game. Meet them halfway. Play to win.

She made a home. She can make a career.

edc education development center

May 12, 1981

Dear Director:

Project SECOND LOOK is pleased to announce that its public service announcements (PSAs) are on their way to all commercial and selected public television stations across the country. These PSAs have been favorably reviewed by displaced homemakers, a national consultant panel, and leaders representing national women's groups. One set encourages displaced homemakers to take a first step from housework to paid work. A second set encourage employers to recognize the employment potential of displaced homemakers.

The PSAs were mailed to television programmers on May 11, 1981, with a cover letter from EDC. The official titles are

"Lois and Angie" - Displaced Homemaker Spot (60,30,20 second versions)

"Elena and Maria" - Displaced Homemaker Spot (60,30,20 second versions--in Spanish)--distributed to stations with large Spanish-language markets

"The Hiring Game" - Employer Spot (60,30,20 second versions)

We'd like your help! We hope you will call your local stations and encourage them to give high visibility to these spots. You might also take this opportunity to suggest that stations highlight the needs and potential of displaced homemakers in your area.

We are enclosing 15 copies of the flyer offered to viewers at the end of each PSA. If you would like displaced homemakers to have a copy of this flyer, urge them to write SECOND LOOK, Boston, MA 02195.

Thank you for your continuing efforts on behalf of displaced homemakers.

Sincerely,

Vivian M. Guilfoy

Vivian M. Guilfoy
Project Director

55 CHAPEL STREET
NEWTON, MASSACHUSETTS 02160
TELEPHONE 617 969-7100

DISPLACED HOMEMAKER PUBLIC SERVICE CAMPAIGN

BREAKDOWN OF WRITE-IN RESPONSES RECEIVED THROUGH OCTOBER 31, 1981

STATE	NUMBER OF RESPONSES	POPULATION RANKING	RESPONSE RANKING
California	685	1	1
New York	188	2	8
Texas	100	3	13
Pennsylvania	208	4	5
Illinois	195	5	7
Ohio	197	6	6
Florida	238	7	3
Michigan	210	8	4
New Jersey	41	9	29
North Carolina	134	10	10
Massachusetts	115	11	11
Indiana	149	12	9
Georgia	63	13	19
Virginia	246	14	2
Missouri	70	15	18
Wisconsin	38	16	31
Tennessee	48	17	24
Maryland	82	18	14
Louisiana	59	19	21
Washington	77	20	15
Minnesota	43	21	27
Alabama	71	22	16
Kentucky	45	23	26
South Carolina	24	24	37
Connecticut	61	25	20
Oklahoma	46	26	25
Iowa	33	27	34
Colorado	13	28	42
Arizona	27	29	35
Oregon	71	30	17
Mississippi	43	31	28
Kansas	24	32	36
Arkansas	7	33	48
West Virginia	103	34	12
Nebraska	39	35	30
Utah	59	36	22
New Mexico	10	37	46
Maine	50	38	23
Hawaii	9	39	47
Rhode Island	34	40	32
Idaho	10	41	45
New Hampshire	21	42	39
Nevada	34	43	33
Montana	21	44	40
South Dakota	12	45	43
North Dakota	3	46	49
District of Columbia	11	47	44
Delaware	2	48	50
Vermont	22	49	38
Wyoming	15	50	41
Alaska	0	51	51
Puerto Rico	3		